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ABSTRACT

The Advisory Committee on Academic Planning conducted a planning assessment of graduate studies in Ontario universities for administration, business, and management science. Given is the consultants' report and the comments by the discipline group and the individual universities. Comments by the Ontario Council on Graduate Studies are also included. In this one-of-a-series disciplinary-based study, emphasis is on forward planning and on more ordered growth and development of graduate studies in Ontario universities. (Author/KE)

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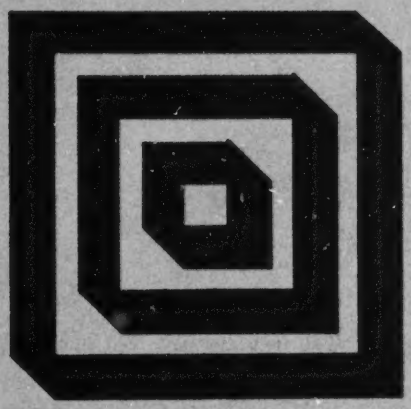

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Advisory Committee on Academic Planning

Ontario Council on Graduate Studies

Council of Ontario Universities
Conseil des Universités de l'Ontario

ISSN0317-7825

PERSPECTIVES AND PLANS FOR GRADUATE STUDIES

17. ADMINISTRATION, BUSINESS AND MANAGEMENT SCIENCE 1974

Advisory Committee on Academic Planning
Ontario Council on Graduate Studies

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FOREWORD

The Advisory Committee on Academic Planning (ACAP), as presently constituted, was established by the Ontario Council on Graduate Studies at the request of the Council of Ontario Universities in January, 1971. The Advisory Committee's terms of reference were directed broadly toward the effective planning and rationalization of long-term graduate development in Ontario's universities both at the level of individual disciplines and at a more general level. The Advisory Committee's activities are based on the premise that graduate work is the one area of university activity in which specialization among universities, cooperative arrangements and comprehensive planning are most necessary.

In March, 1971, concern over the rising costs for support of graduate work prompted the Ontario government to institute a general embargo on funding for any new graduate programme, that is, one which had no students enrolled on May 1, 1971. This embargo was subsequently modified to include only those disciplines in which over-expansion was felt to be potentially most serious. ACAP was to begin immediately planning studies in those disciplines which remained embargoed.

The disciplinary planning process begins with the formation of a discipline group composed of one representative from each university with an interest in graduate work in the planning area. The discipline group assists in defining the precise academic boundaries of each study, scrutinizes the data collection forms, prepares a list of potential consultants, maintains contact with the consultants during the study, and prepares a commentary on the consultants' report.

The final decision on consultants for the planning study is made by ACAP. The consultants are requested to make recommendations on programmes to be offered in Ontario, desirable and/or likely enrolments, the division of responsibility for programmes among universities, and the desirable extent of collaboration with related disciplines.

While the consultants' report is the single largest element in the final report on the planning study, ACAP considers the statement of each university's forward plans to be most significant. These forward plans are usually outlined prior to the planning study, and are used as a basis for comments from the universities concerned on the consultants' report.

On receipt of the consultants' report, and comments on it from the discipline group and the universities, ACAP begins work on its own recommendations for submission directly to the Council of Ontario Universities. COU considers the input from all sources, and prepares the position of the Ontario university community.

The following report is one of a series of disciplinary planning studies carried out by the Advisory Committee on Academic Planning and to be published by the Council of Ontario Universities. The emphasis of the report is on forward planning, and it is hoped to ensure the more ordered growth and development of graduate studies in Ontario's universities.

Council of Ontario Universities
Conseil des Universités de l'Ontario

Report and Recommendations Concerning Graduate Studies in Administration, Business and Management Science

On the instructions of the Council of Ontario Universities, the Advisory Committee on Academic Planning has conducted a planning assessment for administration, business and management science. The resultant report from ACAP is attached together with the consultants' report and the comments by the discipline group and the individual universities. Comments by the Ontario Council on Graduate Studies are also published and precede the ACAP report. The procedure followed and the planning techniques used are described in the ACAP report and are not repeated here. It is important for the reader to read the OCGS comments as well as the ACAP report and attachments in order to understand the recommendations in this report from COU.

The ACAP report and supporting documentation were distributed to COU and OCGS on June 27, 1975. COU received the OCGS comments on April 2, 1976 and following the discussion at that meeting, this Report and Recommendations was prepared and approved by the Council on June 3, 1976. The document is addressed to the Ontario Council on University Affairs and the universities of Ontario.

The following principles have been adopted and will apply to this and all other COU Reports arising out of assessments. It is noted, however, that in view of the recent change in the funding mechanism for graduate studies, the "currently embargoed programmes" referred to in principle, should, for the purposes of this Report, be interpreted to mean programmes in administration, business and management science dealt with in this planning assessment.

1. Discipline assessments by ACAP should form the basis for planning by the universities of their development of graduate studies, particularly PhD programmes. On the basis of these assessments, COU should make its own recommendations on currently embargoed programmes. Each university must retain the freedom and responsibility to plan and implement its own academic development. However, the universities in embarking on a cooperative planning process have signalled their intentions of cooperating with the COU recommendations.

2. Universities generally plan their emphases in graduate study on the bases of related departments, not of single departments. Initially the sequential nature of the discipline planning assessments made this difficult. However, by the summer of 1974, assessments of most of the social sciences, all of the physical sciences, engineering doctoral work, and a number of professional areas were completed. On the information and recommendations available, each university should be able to make decisions concerning its support of graduate programmes in these areas. Amendments to university responses to the individual discipline

planning assessments may then be made in the wider context of a group of related disciplines and amendments to COU's original Reports on an individual discipline may be required.

3. The first concern in planning is to review the quality of graduate opportunities and of students in Ontario universities and to make judgments about how to proceed or not proceed based on quality considerations. The procedures have made use of highly qualified independent consultants who have no direct interest in the universities in Ontario. Accordingly, COU feels bound to accept their judgments about quality where they are stated clearly unless unconvinced that their conclusions about quality are consistent with their evidence. COU's recommendations in the case of programmes which are of unsatisfactory or questionable quality will call for discontinuation or the carrying out of an appraisal, if the continuation of the programme is not crucial to the province's offerings. In some cases, however, there may be a particular need for the programme and the appropriate recommendation will be to strengthen it, with an appraisal following that action. It is also possible that if there were found to be too large a number of broadly based programmes there could be a recommendation to discontinue the weakest; in this case, an appraisal for a more limited programme might be relevant.

4. A second consideration is the scope of opportunities for graduate work in the discipline. Do the Ontario programmes together offer a satisfactory coverage of the main divisions of the disciplines?

5. Numbers of students to be planned for will depend on the likely number of applicants of high quality and in some cases may relate to an estimate of society's needs. Such estimates may be reasonably reliable in some cases and not in others. If the plans of the universities appear to be consistent with the likely number of well qualified applicants and there is either no satisfactory basis for estimating needs or there is no inconsistency between a reasonable estimate of need and the universities' plans, then COU will take note of the facts without making recommendations on the subject of numbers.

   If the numbers being planned for by the universities are grossly out of line with the anticipated total of well qualified students, or a reliable estimate of needs, COU will make appropriate corrective recommendations. Depending on the circumstances, these may call for a change in the total numbers to be planned for and indications of which institutions should increase, decrease, or discontinue. The recommendations in serious cases may need to specify departmental figures for each university for a time. If the numbers being planned for are insufficient, the recommendations may call for expansion, or new programmes, and may have implications for both operating and capital costs.

Unless there are exceptional circumstances, the recommendations concerning enrolment will not call for a university to refuse admission to any well qualified student who wishes to work in a field in which that university offers a programme and in which it has the capacity to accommodate the student.

6. The quality of graduate programmes is partly dependent on size, and for each programme, depending on how it is designed and its scope, there is a minimum size of enrolment below which quality may suffer. That number cannot be expressed for the discipline as a whole but only for individual programmes depending on their purpose, their resources and their design.

7. Universities will be expected to notify COU if they intend to depart from the COU Report in any way which they believe might have a significant bearing on the provincial plans.

8. Appraisals arising as the result of assessments are to be based on the standards but not necessarily the scope of the acceptable programmes in the province.

General observations

1. Following the lead of the consultants and ACAP, the term management has been adopted in the following comments and recommendations to refer to all three broad fields covered by the report.

2. The current provincial coverage of graduate studies in management includes four doctoral programmes and thirteen master's programmes of which seven are of the MBA type.

3. The plan calls for additional programmes at both levels and for a study of the possibility of developing an outstanding centre for PhD work in management in the Hamilton-Toronto region.

4. Projected enrolments in the MBA programmes are acceptable with minor exceptions at two of the universities. Part-time enrolments are large and are unevenly distributed.

5. Numerous specialized programmes with a variety of orientations exist and there is a need for some study of the appropriate relationship between them and the departments involved. Mid-career training programmes for civil servants are of particular interest in some areas.

6. Too few doctorates in management are awarded in Canada due, in part, to insufficient numbers of qualified applicants. In this situation inter-university cooperation becomes essential for effective doctoral studies.

7. The sharp distinction drawn by ACAP between "professional" and "discipline-based" doctoral programmes is moderated along the lines indicated in the OCGS comments which were based on subsequent advice from ACAP.

Action by COU

The following recommendations, consolidated from the ACAP recommendations as clarified and modified by the OCGS comments and accepted by COU, have been organized to provide handier reference by the individual universities.

Recommendations

It is recommended that:

1. The enrolment projections for existing MBA programmes be accepted as reasonable except that the University of Ottawa should plan to attain a larger enrolment than it has indicated and that the University of Windsor is advised to anticipate a smaller enrolment than it has indicated.

2. The Discipline Group study the advantages and disadvantages of a coordinated admission system.

3. McMaster, Toronto and York Universities engage in conversations in order to study the possibility of developing an outstanding centre for PhD work in management. The universities should make a report to COU on the results of these discussions in May, 1977. At that time, ACAP should determine that the proposals involve research-based programmes which pay adequate attention to developing competence in the concepts and research methods of related basic disciplines. Any subsequent appraisal should include examination of this point. It is recommended that there be no change in funding arrangements or in authorization of programmes or new fields in these universities at this time (see note 1).

4. Carleton University

   i) continue its master of public administration programme,

   ii) initiate the programme for mid-career training of public servants in cooperation with the University of Ottawa and the federal government according to its plans,

   iii) cooperate with the University of Ottawa in its master's programme in management science (see note 2).

5. The University of Guelph continue the MSc in agribusiness and offer the field of agribusiness in the doctoral programme in agricultural economics according to its plans and subject to favourable appraisal.

6. McMaster University

   i) initiate its proposed master's programme in health administration subject to favourable appraisal

   ii) continue its MBA programme according to its plans and proceed with its plan to initiate master's programmes in health administration subject to favourable appraisal,

McMaster University continued

See also recommendation 3.

7. The University of Ottawa

i) continue its master's programme in health administration giving serious attention to the need to redesign the academic content making use of members of the management faculty,

ii) initiate the programme for mid-career training of public servants in cooperation with Carleton University and the federal government according to its plans,

iii) continue its master's programme in management sciences in cooperation with Carleton University (see note 2).

8. Queen's University

i) sustain and give further encouragement to its MPA programme serving mid-career public servants,

ii) continue its MBA programme according to its plans,

iii) initiate a doctoral programme in management involving cooperation of the Department of Economics.

9. The University of Toronto

i) continue its MBA programme according to its plans,

ii) continue its current PhD programme for the present.

See also recommendation 3.

10. The University of Waterloo continue its specialized master's and doctoral programmes in management science according to its plans.

11. The University of Western Ontario

i) continue its MBA programme according to its plans,

ii) initiate its proposed MPA in municipal administration subject to favourable appraisal,

iii) continue and strengthen its doctoral programme of professional character in business administration (see note 3).

12. Wilfrid Laurier University initiate its approved MBA programme according to its plans. A report on the development of the programme should be submitted to the Appraisals Committee by December, 1979 (see note 1).

13. The University of Windsor continue its MBA programme but plan for a smaller enrolment growth than indicated.

14. York University continue its MBA and MPA programmes according to its plans.

    See also recommendation 3.

15. In view of the recent changes in the funding mechanism for graduate studies in the Ontario universities, the Ontario Council on University Affairs take note of the completion of this planning assessment and the COU recommendations which will serve as a basis for university decisions in the fields of administration, business and management science.

Notes concerning the recommendations

Re: Recommendations 3 and 12

1. The wording of these recommendations is taken from the OCGS comments.

Recommendations 4 and 7

2. The name of the management science programme at Ottawa was recently changed to business administration (MBA degree) as suggested by the ACAP consultants.

Recommendation 11

3. The OCGS comments on "professional" programmes have relevance here.

June, 1976

OCGS COMMENTS ON THE ACAP REPORT ON

ADMINISTRATION, BUSINESS AND MANAGEMENT SCIENCE

In preparing its comments on this assessment report, OCGS was faced with the question of determining appropriate procedures for dealing with requests by universities for re-examination of ACAP statements and recommendations which they consider to be ambiguous or wrong. OCGS has considered that, where such requests raise issues of major importance, it is proper to refer them to ACAP for study. ACAP has decided, and OCGS concurs in this decision, that its proper course is not to alter its report, but to offer advice which OCGS may consider in drafting its own comments. It should be stressed that OCGS will make such referrals only when it considers that issues of major importance have been raised, and that referrals must be regarded as exceptional in nature. In this instance, three issues were raised, as noted below.

1. MBA Programme - Wilfrid Laurier University

In its recommendations C2 and C18 (which are identical), ACAP recommends the MBA programme at Wilfrid Laurier University not be initiated. This programme had been successfully appraised, and was approved by OCGS in November, 1974. The university argued that the questions raised during the assessment had been satisfactorily answered during the appraisal. In view of the importance OCGS places on a recommendation that a programme not proceed, the matter was referred to ACAP for study. ACAP's advice to OCGS was (PL-75-23A, January 14, 1976):

"In the light of;

i) the comments made by the consultants concerning the need for an MBA programme in the Kitchener-Waterloo area,
ii) the comments made by Guelph and Waterloo in Appendix C concerning their lack of interest in mounting their own MBA programmes,
iii) the comments from Guelph and Waterloo indicating a willingness to cooperate with the WLU programme and,
iv) further conversations and correspondence that have reassured ACAP as to the nature of the programme,

ACAP advises OCGS to recommend approval of the MBA programme at WLU with the provision that it be submitted for re-appraisal in five years."

OCGS accepts this advice, and accordingly recommends that Wilfrid Laurier University initiate its approved MBA programme according to its plans. Also, in line with the recommendation of the Appraisals Committee, OCGS recommends that a report on the development of the programme should be submitted to the Appraisals Committee by December, 1979.

2. The Distinction Between "Professional" and "Discipline-based" Doctoral Programmes

This distinction, which ACAP describes as "not only valid, but of considerable importance", was strongly objected to by McMaster University, the University of Toronto and York University, on the grounds that a doctoral programme "characterized by a high level of specialization grounded in a basic discipline", ACAP's description of the "discipline-oriented" type of programme, would serve no real purpose. Since this objection appeared to involve a major matter of principle, OCGS again referred the question to ACAP for study.

ACAP's advice to OCGS (PL-75-26A, January 14, 1976) provides clarification of the phrase "grounded in a basic discipline", which ACAP describes in the following way:

> "ACAP's understanding of the phrase "research-grounded in a basic discipline" (Recommendation C8, page 17) is research in administration, business or management science problems of a general, rather than specific nature, with adequate attention to the use of concepts from the necessary basic disciplines."

OCGS believes the distinction drawn by ACAP between the two types of programmes to be a useful one, in that it encourages differentiation between the doctoral programmes at the University of Western Ontario and at the proposed centre involving McMaster, Toronto, and York. However, there are dangers in drawing too rigid a distinction; doctoral programmes, even while displaying a clear tendency towards one educational approach rather than the other, will show wide internal variations in individual programme and thesis content.

OCGS views ACAP's clarification of its meaning and the McMaster-Toronto-York model of a "theory-based research-oriented programme which demands breadth of knowledge in management (and) a solid foundation in the relevant (related) disciplines and in research methods" as not inconsistent in intent. OCGS agrees that ACAP's recommendation C8 is correct in principle, but recommends that the following alternative wording should be adopted by COU to avoid future difficulties arising from the kind of confusion indicated above.

> "It is recommended that McMaster, Toronto and York Universities engage in conversations in order to study the possibility of developing an outstanding centre for PhD work in management. The universities should make a report to COU on the results of these discussions in October, 1976. At that time, ACAP should determine that the proposals involve research-based programmes which pay adequate attention to developing competence in the concepts and research methods of related basic disciplines. Any subsequent appraisal should include examination of this point. It is recommended that there be no change in funding arrangements or in authorization of programmes or new fields in these universities at this time."

3. Cooperative Programmes in Health Administration (Recommendation C6)

Comment was received from the University of Toronto on this recommendation, but this comment was not referred to ACAP. OCGS supports the intent of this recommendation concerning master's programmes in health administration at McMaster, Ottawa and Toronto. While recognizing the advantages stressed by the consultants, of cooperation between health and management facilities, OCGS believes that formal administrative arrangements to foster such cooperation should take cognizance of individual university requirements.

Aside from these specific issues, OCGS notes a possible ambiguity in the use of the term "centre" in recommendations C8, C12, C15 and C20. The principle of cooperative development at McMaster, Toronto and York is one which OCGS supports; however, the mechanisms whereby this cooperation may develop cannot easily be foreseen, and it would be unfortunate if the consultants' suggestions as to mechanisms, including the formal structure possibly implied by "centre" were to be interpreted as directive rather than advisory. In further reference to these recommendations, the date proposed for reports on interuniversity discussions may now be unrealistic and might be deferred to May, 1977.

OCGS recommends that this ACAP report be accepted by COU, subject to the changes noted in these comments.

HHY:ld

March 22, 1976

ADVISORY COMMITTEE ON ACADEMIC PLANNING

ONTARIO COUNCIL ON GRADUATE STUDIES

REPORT TO THE COUNCIL OF ONTARIO UNIVERSITIES ON ADMINISTRATION, BUSINESS AND MANAGEMENT SCIENCE PLANNING ASSESSMENT

June, 1975

PROCEDURE

On advice of the Ontario Council on Graduate Studies, the Council of Ontario Universities on September 17, 1971, instructed the Advisory Committee on Academic Planning to conduct a formal planning assessment for administration, business and management science.

A Discipline Group was formed consisting of a member named by each interested university. A list of members is attached as Appendix E. Professors M.P. Halsall, E.R. Malley and R.F. White held the ACAP portfolio at various times and attended meetings when ACAP representation was necessary.

The procedure and terms of reference for the planning assessment are attached as Appendix D.

The Discipline Group began its meetings in April, 1972. In accordance with the procedure, the Discipline Group provided ACAP with a list of possible consultants. ACAP obtained the services of Dr. H.I. Ross, former dean, Faculty of Management, McGill University, and Professor J.T. Wheeler of the Graduate School of Business Administration, University of California. Brief curricula vitarum appear as Appendix G. In this planning assessment, Dr. O.M. Solandt played the role of the Canadian from another discipline with a wide experience of Ontario universities. The consultants held their first meeting in Toronto in November, 1973, and discussed with the Discipline Group their schedule of visits to the universities. These took place during March, April and May, 1974.

Regrettably, Dr. Ross died in September, 1974. He participated fully in the work of the consultants until the draft was formulated in all its major aspects and even took part by telephone in some of the work of his two colleagues in their final writing and polishing session.

A draft report was presented to the Discipline Group for informal comments on October 11, 1974, and the final report was subsequently received and distributed November 8, 1974. The universities were requested to submit comments to ACAP by December 20, 1974, and the Discipline Group by January 3, 1975, after it had seen the comments of the universities.

The Discipline Group comments plus those of the universities appear in Appendices B and C respectively. The latter includes only those comments specified by each university for publication.

This report then is based on these data, reports and comments, and sets out recommendations for COU on the plan for graduate work in administration, business and management science.

As is required, this report is made directly to COU. It has been transmitted also to the Ontario Council on Graduate Studies.

GENERAL INTRODUCTION

Planning Techniques

For some years now, the universities of Ontario have been committed to the belief that the quality and effectiveness of graduate study in the province can be ensured only by collective and cooperative action. This implies a mechanism for continuing consultation and agreement so that the plans of each university for each of its disciplines are concerted with those of the other universities. At any given time there will exist a plan for the development of each discipline, with agreed and understood roles for each department; since graduate education is the most advanced formal intellectual activity and is, therefore, undergoing change, it is necessary that such plans be kept under regular review and be subject to ready amendment.

The Council of Ontario Universities has assigned to the Ontario Council on Graduate Studies the task of advising it on the development of such plans and of the steps to be taken to carry them into effect. The Standing Committee which carries out these tasks for OCGS is the Advisory Committee on Academic Planning. A significant role is also played by the discipline groups, one of which is established for each subject, with a representative from each interested university. Each discipline group has the function of assisting and advising ACAP in connection with its own subject.

The above may give the impression that the planning activity is fragmented on a disciplinary basis. This would, of course, not be acceptable. Since the development of one department in a university should not be considered independently of its contribution to the rest of its university and of the influence of the university as a whole on the department, it is most important that universities as institutions play a central role in the planning process. One of the most effective ways of doing this is by indicating to ACAP the nature of institutional commitments to a department and institutional aspirations for the department.

The most significant single input to a planning assessment is the set of statements from each university of its plans for its department. When these are subjected to collective scrutiny it may be found that their totality constitutes a reasonable plan for the discipline in Ontario, but in any case this set of plans is the first approximation to the provincial plan, which the planning assessment may have to refine if there are duplicated features, lacunae in offerings, too large a total enrolment, or other reasons to recommend altering some of the university plans. The universities are also involved in that the bodies that act on ACAP reports, i.e. both COU and OCGS, are composed of universities.

The formal documents stating the responsibilities of ACAP and the Discipline Groups are Appendix F. Briefly summarized, it is ACAP's function to advise on steps to be taken to implement effective provincial planning at the graduate level, to promote the arranging of the graduate

programmes of the province in order to enhance and sustain quality and to avoid undesirable duplication, and, when necessary, to carry out formal planning reviews for disciplines. A discipline group has the responsibility of keeping under review the plans for graduate work in the discipline and making regular progress reports to ACAP in connection with graduate work in that subject. To make all this possible, it has been agreed that ACAP may communicate directly with universities and discipline groups, to request necessary information, to discuss reports, to convene meetings, and to make and receive proposals for the future.

The above information has been given in some detail because it constitutes the mechanism currently approved by COU for cooperative graduate work. It is fair to say that in 1971 there was no mutually agreed plan for graduate study in any discipline. Our task is not only to generate the first such plan for each subject but also to ensure that it is kept under continual review.

There are four fundamental components in the plan. The first is analysis of the fields of study, the formats of study which should be available to prospective students in the province. The second is an estimate of overall provincial enrolment at master's and doctoral levels based principally on the likely numbers of highly qualified applicants. In regard to considerations of manpower needs for the province of Ontario, ACAP is conscious of the unreliability of forecasts and, except in special cases, subscribes to the approach proposed in the Macdonald Report (1969):

> The country as a whole and the provinces must be concerned about manpower requirements. This concern can be expressed in the first instance through careful survey and forecasting of manpower needs on a continuing basis. Such forecasts should be given wide circulation. It is reasonable to expect that universities will respond by creating additional opportunities for study in the areas of shortage. In addition, the universities through their counselling services have a duty to advise students about the opportunities in various fields from the standpoint not only of intellectual challenge but also of vocational prospects and social utility. The reaction of prospective students to such forecasts is likely to provide an effective control. We believe the market-place, if its trends are made explicit, offers an adequate governor to prevent serious surfeit and to encourage movement of students towards fields of opportunity.

The third component of the plan is an indication of the role to be played by each department in terms of the programme it will offer and its academic emphasis. Cooperative arrangements between departments are stressed. The fourth component consists of an examination of the enrolment

plans of the universities and consideration as to whether the universities' plans and the predicted enrolment for this discipline are consistent. If not, some appropriate action should be recommended to COU. It will be seen that although there may also be other aspects these are four necessary components in such a plan.

One must hasten to add that the future is uncertain and that to forecast intellectual trends, student interests, and employment markets five years hence is to undertake to examine many variables. Of course, this is not a new exercise since all universities have had to make decisions about building, staff hiring, library expansion, equipment investment and so forth and have done so on a basis of similar forecasts. Perhaps sometimes the forecasts have been more intuitive than consciously recognized, but they have certainly been there. All that is new is to make such plans systematically for the province.

It will be realized that, at a minimum, the ongoing planning procedures we have indicated require annual reporting of enrolments and annual examination of admission standards. When there are indications from these or other sources that some aspects of the plan for the discipline are not being realized, it will be necessary for ACAP to initiate a review. Such a review would usually not involve outside consultants. Whether the impetus came from a discipline group, a university or ACAP itself, comments would be sought from all concerned and the review would culminate in a report to COU recommending an amendment to the plan.

If a university notifies ACAP of its intention to depart from its accepted role (for example to enrol numbers substantially at variance with its understood plan), ACAP will review the situation in the light of any other such notifications it may have received and any other pertinent factors. The extent of any further study would depend on the situation, but if ACAP felt that the university's new plan could be a cause for concern, its first step would be to seek full discussion with the university. Normally there would already have been discussion in the discipline group and between universities and the university would have reached its intention after a careful examination of the general situation of graduate study in the discipline. Thus the ACAP decision would be straightforward and a change in plan would be recommended to COU through OCGS. If, however, ACAP still felt that there was a probability that the university's action might be found, on further study, to be potentially harmful to the system, it would probably next seek comment from other universities concerned and from the discipline group. In any case, ACAP would eventually make some recommendation to COU (through OCGS) concerning the variation.

It is difficult without a concrete case to speculate any likely ACAP recommendations. As has been noted, if there had been advance inter-university discussions and agreement, this would be a positive factor in ACAP's assessment, but there is of course the possibility that the resulting recommendation would call for modification of the university's intention; we take that to be the obvious consequence of system planning. Of course, the university could decide to act in a manner contrary to a COU recommendation, accepting whatever consequences

would result; we take that to be the basic right of university autonomy. It is understood that a university will not act in this way without the notification and review described in the preceding paragraph.

SYSTEM RECOMMENDATIONS

It is emphasized that the consultants' report (Appendix A) is an essential and integral part of this report to COU. In the ACAP report we have dealt only with those aspects of the consultants' report which appear to be particularly significant or which have led us to recommend specific courses of action. As has been our custom with other disciplines, we prefix our recommendations to COU with the symbol 'C' to avoid confusion with the numbering in the COU report.

In their report, the consultants shortened the title of the planning assessment to management. For its report, ACAP also has adopted this abbreviated title for administration, business and management science. Also parallelling the consultants' report, ACAP has divided its report into sections on MBA programmes, other master's programmes and doctoral programmes. Following these discussions is a section on university recommendations, a compilation of all recommendations for each university.

The consultants are concerned that unrestricted growth at the undergraduate level may lead to a deterioration in graduate level programmes. It is not within ACAP's responsibilities to assess undergraduate needs, and we merely draw this observation to the attention of the university community.

I MBA Programmes

The consultants note that although management programmes in Ontario are large and numerous, they are still in a period of development. Until 1960, there were only two MBA programmes in the province but during the sixties the number of programmes grew rapidly. At the present time, six universities--McMaster, Queen's, Toronto, Western, Windsor and York--offer the MBA and Wilfrid Laurier is planning to initiate one.

The consultants point out that the programme in management science at Ottawa is like an MBA, and it is discussed in this section of the report. On the other hand, management science at Waterloo is of a different type and is included in the following section on other master's programmes.

There is a large part-time enrolment in MBA programmes; in fact, the total number of students in part-time programmes is about equal to the number in full-time. However, the distribution is very different. McMaster, Ottawa and York have large part-time enrolments whereas Queen's and Western have no part-time programmes.

The consultants conclude that the minimum size of an MBA programme is about 160 students. One of the disadvantages of fewer students is that advanced classes may be too small to provide students with the most satisfactory learning setting. Growing programmes can overcome this advantage by combining full-time and part-time students in advanced courses. There are also obvious financial advantages to such arrangements. Each of the schools, with the exception of Ottawa, project full-time growth to at least 200. Ottawa should work with Carleton in planning a larger programme than now projected. The consultants note that the projected growth rate may be too rapid for the available supply of qualified

students at Windsor. For the other universities, the projected growth rates shown in Table 2, page A50, seem reasonable in the view of both the consultants and ACAP.

The consultants recommend that Ottawa should work with Carleton in planning a larger programme for the future than is presently projected. They note that the proximity of the two universities makes cooperation relatively easy and feel that the result should be a better programme for the students. Carleton does not offer an MBA programme but ACAP notes the strong interest in developing a programme in administrative studies. At the present time there is no need for two master's programmes in management in the city of Ottawa and ACAP urges Carleton and Ottawa to work together in this area.

Recommendation C1

It is recommended that the enrolment projections for existing MBA programmes be accepted as reasonable except that the University of Ottawa should plan to attain a larger enrolment than it has indicated and that the University of Windsor is advised to anticipate a smaller enrolment than it has indicated.

Wilfrid Laurier University is proposing to initiate a part-time MBA with an initial enrolment of 30 students and rising to 60 in the next few years. To make a programme of this size viable, a unique approach involving considerable individual research and reading is proposed. A relatively loosely structured programme is contemplated in contrast to the highly structured nature of the conventional MBA. Courses would be offered in the evening to attract executives from small businesses. The consultants have serious reservations about the programme and the need for it. They are concerned that for some students there will be too little substantive content to justify the awarding of a degree. Some students would be required to take very few of the core courses in the first phase of the programme because of previous educational background or work experience. The second phase includes a research project. This project is a basic and much emphasized part of the programme and would usually consist of a problem-solving endeavour in the student's firm. The consultants point out very serious difficulties with such projects which become even more severe when they are a major component of the programme (pp. A67-A69).

Although the proposed programme has received favourable appraisal, the consultants advise that it is not the type of programme that would make a contribution to graduate work in the province. On page A69, they note that "The proposed program should be thoroughly reassessed." Also on page A69: "If an MBA program becomes necessary in this area, it should be started in cooperation with an existing nearby MBA program so that the design of the program is not constrained by the small number of students or available faculty. It is logical for Wilfrid Laurier to spearhead the development of such a program but they

should work with the other schools in the area on a cooperative basis. There should be only one MBA program in the Waterloo area. It should not be the exclusive domain of one school. Both Guelph and Waterloo could provide valuable contributions in the planning and operation of such a program but their roles should be ascertained before the program is approved." We realize Wilfrid Laurier University has surveyed the enrolment prospects for a programme in the surrounding area and ACAP believes that if the University is convinced of the need of a programme, it should proceed to develop an appropriate one.

Recommendation C2

It is recommended that Wilfrid Laurier University not initiate its proposed MBA programme but explore with the universities of Guelph and Waterloo the possibilities of cooperation and reorganize the academic structure of the programme in order to offer a part-time MBA programme with standard academic content. It is also recommended that the University report on the development of the programme to OCGS.

In making the above recommendation, it is expected that OCGS would refer the report to the Appraisals Committee and to ACAP for advice on whether or not any further study would be required before approving the proposal. We use the term 'part-time programme' to indicate that it is designed for the part-time student; there is no implication that would rule out the occasional student studying on a full-time basis.

More generally the consultants discuss the need for additional MBA programmes. They suggest on page A29 that "when the need for an MBA program is demonstrated at, for example, Laurentian, the need should be met initially by a satellite operation managed by one of the existing schools in cooperation with the local university and preferably with the active support of local industry. The original plan should provide for the gradual growth of local staff and resources as the need arises leading finally to a new MBA program independent of the original sponsors." If Lakehead University or Laurentian University feel there is a case for another MBA programme, they should consider the possibility of starting one as a satellite operation to an existing programme along the lines suggested by the consultants. We note that the present five-year plans do not include MBA programmes.

On page A25 the consultants suggest that "Consideration should be given to a system of coordination among the schools to reduce the number of duplicate applications in MBA programs perhaps by utilizing a common application form." ACAP notes that some of the universities and the Discipline Group have expressed reservations about the necessity of coordinating admissions.

Recommendation C3

It is recommended that the Discipline Group study the advantages and disadvantages of a coordinated admission system.

II Other Master's Programmes

The consultants discuss a variety of programmes under this heading. Non-business management programmes have developed in a number of areas. In some cases, specialized areas, such as public administration, health administration and fine arts administration, have developed as optional streams within basic MBA programmes.

They note on page A31 that public administration programmes "often emerge from political science faculties, either as a special area within the existing program or as a special semi-independent school. There seems to be a tendency in the existing programs originating in this way to de-emphasize management and to concentrate on the formulation of public policy." In summary they believe that "the optimal development of master's programs in the province will involve broad, large general management programs with specialization developed through cooperation with other professional programs in the university or on nearby campuses." The Political Science Discipline Group does not agree with this conclusion and holds that political science departments can operate effective programmes in public administration. (The universities involved might consider the consultants' suggestion of mutual benefit from increased contact with management schools.)

Also along these lines, the consultants suggest that Western's proposed programme in public administration aimed at municipal administrators should be developed in such a way as to involve the School of Business Administration. This programme would fill a unique need.

Recommendation C4

It is recommended that the University of Western Ontario initiate its proposed programme in public administration, subject to favourable appraisal.

The consultants emphasize that master's programmes for mid-career training of public servants should be encouraged. ACAP notes that such a programme has been initiated jointly by Carleton and Ottawa universities in response to the needs of federal public service. Such training has also been taking place in the public administration programmes at Queen's and York universities.

Recommendation C5

It is recommended that the master's programme for mid-career training of public servants be further developed with the cooperation of Carleton University and the University of Ottawa. Existing programmes serving mid-career public servants at Queen's and York universities should also be sustained and given further encouragement.

Another area in this section concerns health administration. Health care has, for some time, constituted one of the largest and fastest growing activities in Canada's economy. Private and public spending in this area rose from $114 per capita in 1960 to $306 per capita in 1971. (Economic Council of Canada, Eleventh Annual Review, p. 99.) Moreover, the financing of health care has been shifting from the private to the public domain. This is focusing increased public attention on rising health care expenditures.

Concern about the economic aspects of health care has been rising in Canada and is reflected in the establishment in 1968 of the Federal Provincial Committee on the Cost of Health Services and in the recent report of the Ontario Committee on the Healing Arts. The Economic Council of Canada states in its Eleventh Annual Review (1974), "in spite of the advances in the health field and the increases in expenditures, there remain considerable problems concerning the treatment and prevention of disease and the organization and distribution of health and medical care" (p. 88). There seems to be no doubt of the urgency to make sure that the capital and highly skilled human resources in the health care system are used efficiently.

In its Seventh Annual Review (1970) the Economic Council of Canada urges that "to implement proposals for better administration, it would be necessary to train and hire a larger number of skilled managers with a professional interest in efficiency and give them greater scope for reconciling clinical and economic efficiency" (p. 52).

The consultants also emphasize the current need for training in health administration but underline the importance of the word 'health' rather than limited to hospital administration. In their view, graduate programmes in health administration should be a joint venture between health management faculties. The proposed McMaster programme in health services administration is well thought out and follows this approach. Until recently, the master's in health administration at Ottawa was an entirely independent programme. Now the programme is becoming integrated with Ottawa's programme in management science. The programme in hospital administration at Toronto was developed in the School of Hygiene. It is currently being redesigned with the active cooperation of the Faculty of Management Studies.

Recommendation C6

It is recommended that McMaster University initiate its proposed master's programme in health administration subject to favourable appraisal and that the universities of Ottawa and Toronto continue their programmes giving serious attention to the need to redesign the academic content making use of members of management faculties.

More generally, the consultants favour interdisciplinary joint master's programmes. For example, York University offers a joint MBA/LLB programme. Such programmes could be developed with other professional schools offering master's programmes. This could be an effective approach where there is a need for both a professional degree in the technical area and for a background in management.

The programme in management science at the University of Waterloo is based in the Faculty of Engineering and requires students to have substantial mathematical training. It does not offer the full range of courses found in conventional MBA programmes but emphasizes operations research, applied economics and organizational behaviour. The consultants are very positive about this specialized master's programme.

The University of Guelph has two small unique programmes related to management. The School of Agricultural Economics and Extension Education offers the MSc with specialization in agricultural policy, farm management, agribusiness, international economics, agricultural marketing, production economics and resource economics. The master's programme in consumer studies is a specialized programme concerned with the study of consumption behaviour and markets rather than the managerial aspects of marketing. The consultants recommend that these small specialized programmes continue.

The University of Toronto is proposing to offer a professional master's programme in industrial relations. This programme was examined by two of the consultants, Professor J.T. Wheeler and Dr. O.M. Solandt, in a separate study. This examination resulted in a recommendation, already transmitted, that the proposed programme be approved for funding. Of course, a favourable appraisal is also necessary.

III Doctoral Programmes

At the present time, Toronto, Waterloo, Western and York offer doctoral work in management. Waterloo has a specialized PhD in management along the same lines as its master's programme. The programme at York is not funded since it was initiated after the embargo was placed on this discipline.

The specialized PhD programme at Waterloo concentrates on those areas of management which require quantitative skills -- operations research, applied economics and organizational behaviour. The consultants note that "it seems to work well in this environment because of the association with the MASc students who, unlike MBAs, are also working toward research degrees" and regard it as "an innovative and sensible program" (p. A67). ACAP recommends that Waterloo continue this programme.

Besides the Waterloo activity, current university plans for the near future would involve doctoral work, associated with management faculties at McMaster, Queen's, Toronto, Western and York universities. In discussing these proposals, the consultants distinguish between two species of doctoral programmes. One they label, PhD; the other, DBA. ACAP has become convinced that the identification of the two types of doctoral programmes is not only valid, but of considerable importance. On the other hand, ACAP is not inclined to be greatly concerned about the labelling of the degrees particularly since we believe practice in American universities is not uniform. We shall therefore use the word "doctoral" in this section of the report. We shall refer not only to the consultants' initial report but also to a supplementary statement of May, 1975, included as Annex 1 to Appendix A.

Both types of doctoral degrees require significant research. In the first type the research is "characterized by a high level of specialization grounded in a basic discipline. In an applied field like management this means that a candidate must develop a strong research base in a discipline such as economics or psychology." To achieve this result a management doctoral programme of this type "must rely upon strong doctoral programs in these fields [basic disciplines] for adequate building of the research foundation."

In contrast, a doctoral programme of the second type is "a professional degree which requires breadth of knowledge of management both in theory and practice. Research is not necessarily on the frontiers of knowledge but may pertain to the study of existing knowledge as it is applied to management problems. The emphasis is on relevance rather than originality. This degree builds on the base provided by the MBA" whereas the other type of doctoral programme "is better based upon a degree in a basic discipline."

The professional type of doctorate is considered to be the "better preparation for teaching undergraduates and MBAs in the majority of schools." The holder of a degree of this type has "the breadth of knowledge of management which enables him to integrate the materials

in his courses with those of his colleagues. The demand for people who can do an excellent job of teaching at the undergraduate and MBA levels is undoubtedly greater than the demand for research-oriented specialists." The principal employment opportunity for holders of the professional type of doctorate is in teaching, but the consultants also expect a demand to develop in Canada outside the academic market, first perhaps in consulting and government.

Of course, there are academic employment opportunities for both types of doctorate, but, as the consultants suggest, the "professional" degree may be the preferred preparation for the majority of teaching positions. The consultants discuss the need for both types of doctoral programmes at various points in their report, particularly on pages A33 and A34.

They emphasize that there is an urgent need to increase the output of well qualified doctorates in management from Ontario universities. There is a strong demand for graduates for teaching in all of the existing master's programmes in Canada. At present this demand has to be met in large measure by graduates of American universities many of whom are not Canadians. Furthermore, many Canadians seeking doctoral work attend universities in the United States and only some return to Canada. For these reasons, it would be desirable to have some centres of outstanding quality to encourage promising students to stay in Canada, both to do research in Canadian problems and to prepare for teaching careers. Canadian graduates will probably fall well below demand until stronger programmes have been established.

They conclude that Ontario should provide "at least one school which has developed an excellent professional doctorate". They believe equally strongly (p. A36) that there is a need to develop also out standing doctoral programmes of the first type. They proceed to recommend how these two goals should be met, and ACAP, after careful consideration, recommends that their suggestions be approved.

They recommend that the University of Western Ontario be asked to assume the responsibility for the outstanding professional doctorate programme which Ontario needs. They believe (Annex 1 to Appendix A) that the PhD now offered at Western is close to this second kind of doctorate. Their initial report did not make this clear and was interpreted by Western as a suggestion for a marked shift in emphasis. As a result, ACAP representatives met with representatives of the University of Western Ontario and a good deal of clarifying material was made available, both from Western and in the statement from the consultants (Annex 1).

The material from Western indicated that their doctoral candidates must have basic understanding and competence in the principal fields of business administration and a satisfactory working knowledge of concepts and literature in economics, behavioural sciences and management science. This seems coincident with the breadth indicated by the consultants in describing the second (professional) type of doctoral programme. In addition the student must have advanced knowledge of one of the following special fields: finance, management science,

marketing, operations management, organizational behaviour, planning information and control systems, and policy. These requirements and the typical course programme lie almost entirely in the School of Business Administration. A professor from another faculty is found on the supervisory committee of each student. The representatives from Western stressed that almost all their graduates are now successfully established in teaching careers.

It does seem to ACAP that, whatever the tacit or implicit perceptions may have been, the Western programme has been a successful doctoral programme very near in character to the type it is now urged to bring to a higher level of excellence. We therefore recommend that COU urge Western to accept the proposed role explicitly. We are inclined to agree with the consultants that if this programme, unique to the province, is given somewhat greater emphasis, it will enhance the wide and deservedly high regard which the School enjoys, as well as continuing to meet an important demand.

Recommendation C7

It is recommended that the University of Western Ontario continue and strengthen its doctoral programme of professional character (as described above in the text of this report).

Let us now turn to the requirement for doctoral programmes of the first (more specialized) type. These programmes should primarily "emphasize research although preparation for teaching should not be neglected" (p. A39). This type of programme also requires close contact with departments in the basic disciplines. The consultants find (p. A36) "that no single university in Ontario can be regarded as now having all the qualifications necessary to operate a really first-class, strong and effective doctoral program" (of the first type). "It will not be easy for any one school or for the schools collectively, to attain quickly the stature required by a first-class graduate school. However, the importance of developing high-class doctoral programs in Ontario is so great that special means should be accepted for a few years in order to get the graduate programs up to strength within a reasonable time." They conclude that an insistence on effective cooperation is the only feasible course to recommend.

"None of these four schools [McMaster, Queen's, Toronto and York] at present, or in the near future, will have adequate resources to offer a complete PhD program in management. Each of them, however, has unique strengths which could be used to advantage. We recommend, therefore, that each of them be permitted to proceed with their doctoral plans, but that arrangements be made to bring about serious and effective cooperation between them." (p. A39)

Even when the travel distances are short, as with McMaster, Toronto and York, the consultants do not feel that a unified degree programme operated jointly by the three universities would be the most effective

means for cooperation in doctoral management studies. They feel "that each university giving a doctoral degree should have its own program but that each program must be strengthened by assistance from faculty in nearby schools. In the early years, individual schools may choose to operate doctoral programs [of the first type] in specially selected, narrow fields. However, the consultants feel that the final goal should be very broad doctoral programs and that narrow specialization should be regarded only as an interim measure. . . . a school giving a doctoral degree should have a broad program which assures that the candidate has a good understanding of the broad area of management although he will write his dissertation in a specialized area." (p. A37)

Although the management faculties of McMaster, Toronto and York will derive much strength from each other, it should be clearly understood that close relationships are essential with doctoral departments in the appropriate basic disciplines. The consultants are somewhat concerned that York is tending to offer a professional type of doctorate. This is not what is recommended for York, or for Toronto or McMaster. It is felt that Western is much better equipped to provide that type of doctoral education. The perceived public need that the other universities are urged to fill is for the research oriented doctoral programme. It is realized that the number of candidates is unlikely to be extremely large.

Nevertheless, the consultants feel strongly that only through cooperation can these three universities offer a programme of quality sufficient to justify its development. We quote several passages from their report (pp. A39-A40).

"The short distances between McMaster, Toronto and York should make a high degree of cooperation possible so that PhDs can be offered which would equal the best programs now in existence. We recommend that each school control its own admissions and granting of degrees, but that programs be integrated through seminars, joint examination and thesis committees. Seminars should be scheduled and publicized so that candidates at each institution may attend, and they should be expected to attend the seminars relevant to their programs."

"There is a special problem with doctoral programs in management that make larger programs more desirable than in the traditional academic disciplines. In such traditional disciplines there are substantial numbers of master's candidates, interested in theoretical and research oriented seminars. It is thus possible to offer a selection of these seminars for all graduate students. MBA candidates, in a professional program, are . . . not so interested in theoretical and research oriented seminars. Doctoral candidates coming out of undergraduate or professional graduate programs need such seminars. At least a one year seminar is needed in each field in which the doctorate is offered. A minimum size for an effective seminar is perhaps six students. This means that a doctoral program must attain a certain critical size before it can be effective. Thus, for the present, the need to group students from adjacent universities in order to create lively seminars becomes one of the principal benefits of cooperation."

"Examination committees should include one faculty member from each of the three institutions, plus faculty from the candidate's own institution . . . The thesis committees should also include one faculty member from an institution other than the university in which the candidate is registered."

"These procedural recommendations will not by themselves assure optimal cooperation. We trust that the good will of faculty members, and the self-interest of the candidates, will bring about the desired cooperation."

We would emphasize the consultants' point (p. A37) that cooperation cannot be legislated but must flow from "grass-roots" conviction that this is the only way to obtain a first-rate centre of management studies and that "making cooperation work at the faculty level is in effect, the price of getting support for the doctoral programs."

In addition to interuniversity cooperation, it is clearly necessary that doctoral programmes with the desired research emphasis involve professors in the appropriate basic disciplines.

After receiving the university response from Toronto (Appendix C) which seemed to suggest recommending a more limited number of PhD programmes, ACAP inquired of Toronto to what extent the University would be able to support strengthening of its doctoral programme in management studies. The reply was impressive in light of the current financial difficulties. In 1975-76, the Budget Committee has approved a net addition of three FTE faculty members. We referred this letter (Appendix C) to the consultants who indicated that despite the remarkable addition to resources, this would still not break through the barrier from a good to a really outstanding doctoral programme. Thus Toronto has the strength to proceed on its own but it would not be an outstanding programme.

York does not have the basis for a PhD programme without cooperation at this time. The consultants recommend against any effort by York to add two areas of concentration beyond the three already proposed--at least on a unilateral basis. "In the initial stages particularly there are not likely to be an adequate number of students to populate the needed doctoral seminars. Furthermore, the cost in faculty time of manning five sets of seminars for a handful of students is too great even for a School as large as York." (pp. A63-64) It is again emphasized that it is only the first type of doctoral programme which is recommended.

McMaster has a smaller faculty than Toronto or York and plans only a small PhD programme. In the consultants' view, such a programme would not be viable without cooperation.

It is also important to note that many of the particular strengths of the three individual management faculties are in areas that complement one another.

In view of the great importance attached to the development of this outstanding centre for management, it would clearly be inappropriate to recommend funding for arrangements (such as the PhD programme at York or new fields at Toronto) which might be inconsistent with the final proposal.

Recommendation C8

It is recommended that McMaster, Toronto and York universities engage in conversations in order to study the possibility of developing an outstanding centre for PhD work in management. The universities should make a report to COU on the results of these discussions in October, 1976. At that time, ACAP should determine that the proposals involve research grounded in a basic discipline. Any subsequent appraisal should include examination of this point. It is recommended that there be no change in funding arrangements or in authorization of programmes or new fields in these universities at this time.

In the case of Queen's geographic factors make close collaboration difficult with the other management schools, although it should be involved as closely as possible with the doctoral programmes of the other three. However, possibilities of internal cooperation exist at Queen's. "Fortunately, Queen's has an outstanding economics department with a strong doctoral program. The School of Business has exceptionally close relations with this department. We recommend that, in the initial development of their doctoral program, Queen's should emphasize fields where the resources of the economics department can be utilized effectively." (p. A40)

Recommendation C9

It is recommended that Queen's University initiate a doctoral programme in management involving co-operation of the Department of Economics.

A final important point is the desirability of increasing the amount of research in management schools in Ontario. The consultants note that research in Ontario's management schools has been limited and stress that "The ultimate success of doctoral programs in management in Ontario rests upon the development of effective research in which the doctoral candidates can become active participants." (p. A45)

They describe their recommendation for increasing the amount of research on page A45. "Most of the research being carried on by the management faculty appears to be individual in nature. There is a lack of substantial research programs or institutes focusing on an important area of research. Such institutes can provide facilities, assistants and a milieu within which scholars can interact, and mutually benefit from related research activities. No single school of management is likely to have the concentration of scholars in a particular area to staff an institute, but by collaboration among universities and cooperation with related disciplines, one or more institutes could be viable. Such institutes might also play an important role in providing faculty access to doctoral candidates and giving such candidates a broader exposure to scholars in their area of interest. In the long run these institutes might become the centres for most management research and an important part of the doctoral programs in the province. The short distances between many of the universities make possible forms of

cooperation that would not be possible in most places. These institutes might also help to solve the problem of allocation of funds among the universities for research. Small amounts of money to a number of schools for an area of research are likely to have less impact than a substantial amount given to a single institute." If such an institute emerged, faculty from institutions could be involved in order to further research in universities without doctoral programmes.

UNIVERSITY RECOMMENDATIONS

Recommendation C10

It is recommended that Carleton University continue its Master of Public Administration programme, initiate the programme for mid-career training of civil servants in cooperation with the University of Ottawa and the federal government according to its plans and cooperate with the University of Ottawa in its master's programme in management sciences.

Rather than begin a programme in business administration, Carleton should play a role in this field in the master's programme in management sciences at the University of Ottawa.

Recommendation C11

It is recommended that the University of Guelph continue the MSc in agribusiness and the MSc in consumer studies and offer the field of agri-business in the doctoral programme in agricultural economics according to its plans and subject to favourable appraisal.

Guelph currently offers a PhD in agricultural economics and is proposing the addition of the field of agribusiness. Such a field is needed but to be of high quality supporting strength in management and economics is required. This is a consideration for the Appraisals Committee and one of the appraisers should be a person with training in management.

Recommendation C12

It is recommended that McMaster University continue its MBA programme according to its plans and proceed with its plan to initiate master's programmes in health administration subject to favourable appraisal. It is recommended that McMaster engage in conversations with Toronto and York in order to study the possibility of developing an outstanding centre for PhD work in management. The universities should make a report to COU on the results of these discussions in October, 1976.

The consultants suggest that library resources in management should be increased before a PhD is implemented.

Recommendation C13

It is recommended that the University of Ottawa continue its master's programme in health

administration and initiate the programme for mid-career training of civil servants in cooperation with Carleton University and the federal government according to its plans and continue its master's programme in management sciences in cooperation with Carleton University.

In this recommendation we have used "management sciences" because that is the term used by the University. However, we accept the consultants' view that it is a programme in business administration and it would be more appropriately so called. Indeed a case could be made that if the University of Ottawa wanted to offer work of a kind typified by the programme in management sciences at the University of Waterloo, there might be justification for an appraisal.

Recommendation C14

It is recommended that Queen's University continue the MBA and MPA programmes according to its plans and initiate a doctoral programme in management involving cooperation of the Department of Economics.

The consultants suggest that library resources in management should be strengthened. ACAP notes that the proposed PhD programme has received favourable appraisal.

Recommendation C15

It is recommended that the University of Toronto continue its MBA programme according to its plans and continue its current PhD programme for the present. It is recommended that Toronto engage in conversations with McMaster and York in order to study the possibility of developing an outstanding centre for PhD work in management. The universities should make a report to COU on the results of these discussions in October, 1976.

Recommendation C16

It is recommended that the University of Waterloo continue its specialized master's and doctoral programmes in management science according to its plans.

Recommendation C17

It is recommended that the University of Western Ontario continue its MBA programme according to its plans, initiate its proposed MPA in municipal administration subject to favourable appraisal, and continue and strengthen its doctoral programme of professional character in business administration.

Recommendation C18

It is recommended that Wilfird Laurier University not initiate its proposed MBA programme but explore with the Universities of Guelph and Waterloo the possibilities of cooperation and re-organize the academic structure of the programme in order to offer a part-time MBA programme with standard academic content. It is also recommended that the University report on the development of the programme to OCGS.

Recommendation C19

It is recommended that the University of Windsor continue its MBA programme but plan for a smaller enrolment growth than indicated.

Recommendation C20

It is recommended that York University continue its MBA and MPA programmes according to its plans and also recommended that York engage in conversations with McMaster and Toronto in order to study the possibility of developing an outstanding centre for PhD work in management. The universities should make a report to COU on the results of these discussions in October, 1976.

RECOMMENDATION FOR COU ACTION

Recommendation C21

It is recommended that COU adopt the recommendations of this report, and, in the expectation that its members will act in accordance with them, COU inform OCUA that it has adopted these recommendations and request that the embargo on administration, business and management science be now removed except for doctoral programmes at McMaster University, the University of Toronto and York University, in accordance with the original announcement of the Minister that new graduate programmes would be embargoed until, for each discipline, a planning assessment has been conducted; and further that COU indicate that it intends to make a further recommendation to complete the lifting of this embargo after it has received a report from McMaster, Toronto and York which is expected not later than October, 1976.

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C5: re training of public servants, p. 9 (or 10)

C6: re health administration, p. 10

C7: re doctoral work at the University of Western Ontario, p. 14

C8: re doctoral work at McMaster, Toronto and York, p. 17

C9: re doctoral work at Queen's, p. 17

C10: re Carleton University, p. 19

C11: re University of Guelph, p. 19

C12: re McMaster University, p. 19

C13: re University of Ottawa, p. 19

C14: re Queen's University, p. 20

C15: re University of Toronto, p. 20

C16: re University of Waterloo, p. 20

C17: re University of Western Ontario, p. 21

C18: re Wilfrid Laurier University, p. 21 (same as C2)

C19: re University of Windsor, p. 21

C20: re York University, p. 21

C21: re lifting embargo, p. 22

APPENDIX A

CONSULTANTS' REPORT

TO THE

ADVISORY COMMITTEE ON ACADEMIC PLANNING

ONTARIO COUNCIL ON GRADUATE STUDIES

ON

GRADUATE PROGRAMS AT ONTARIO UNIVERSITIES

IN ADMINISTRATION, BUSINESS

AND MANAGEMENT SCIENCE

Consultants

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October, 1974

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1 TERMS OF REFERENCE

We were asked to serve as consultants to the Advisory Committee on Academic Planning (ACAP) of the Ontario Council on Graduate Studies. Our terms of reference are set forth in the Procedure for Planning Assessment in Administration, Business and Management Science, dated February 15, 1973. We submit herewith our joint report.

ACAP defined the area of our inquiry as "Administration, Business and Management Science". This did not provide us with a precisely defined area for investigation. Business and management science were relatively easy to identify, but programs in administration included health administration and public administration and might have included many others, such as educational administration, library administration, and engineering administration. The fact is that administration is a pervasive element in all professional programs, although this has only recently become a significant issue.

Although we will discuss the broader educational issues in our report, our investigation of existing or proposed programs was limited to those that the schools identified as falling within our purview. In order to avoid the constant repetition of the tripartite description for the area of our investigation, we adopted the convention of including everything under the term "management". Management will then be the general term we use to designate any program within the scope of this report, with subareas of management science, business management, and management of other types of organizations. A second classification within the broadly defined area of management was designated in the "Procedure for Planning Assessment", and it has been utilized as well, although to a lesser extent, as it was applicable primarily to business management programs. This classification set forth the following divisions: accounting, finance, marketing, management economics, quantitative methods, organization behaviour, policy and environment.

A limitation in the depth of this study should be emphasized at the outset. Our appointments were based upon an estimate of twenty working days for the study. In this time, eleven universities had to be visited, after analyzing the data submitted by them, and then the report written. In many schools there were multiple programs to consider, and the size of some programs precluded analysis in depth. In the remainder of this report, we shall set forth certain findings, conclusions, and recommendations based upon our observations, but we recognize that other conclusions might well have resulted from a more intensive study.

The limitation of ACAP jurisdiction to graduate programs, and the resulting limitation in our investigation, was unfortunate, in that the articulation between undergraduate management education and master's and doctoral programs is important. In fact we felt this, and some related issues, important enough to include a section in this report on undergraduate programs; although it must be recognized that we were not able to consider them in anything but the most general terms.

In the "Terms of Reference for Consultants", it was stated: "They shall meet as often as necessary with the consultants for the Political Science Planning Assessment concerning teaching and research in public administration, which is included in the ambit of both discipline groups". The political science consultants completed their report while we were still involved in campus visits. We had no opportunity to meet with them, but were able to read their report and utilize their observations concerning public administration and individual programs.

II PROCEDURE AND CAMPUS VISITS

The study got underway with a meeting between the consultants and the Discipline Group on November 26, 1973. This provided an opportunity to exchange ideas, to determine the need for additional data submissions from the schools, and to plan for the visits to the individual campuses. The consultants prepared for the visits by analysis of the materials submitted to them through ACAP by each of the schools. The visits took place between March 15 and May 3, 1974, to Western Ontario, Wilfrid Laurier, Toronto, McMaster, York, Waterloo, Guelph, Ottawa, Carleton, Queen's and Windsor in that order - being all the universities in Ontario which had degree programs in management at the graduate level or had submitted proposals for such programs to ACAP. All three consultants were present on nine of these visits; the remaining two visits being by two consultants.

In each institution we tried to talk to a representative of the top administration, the dean of graduate studies, administrators, faculty, and students in the programs under review, faculty of related departments, representatives of the library, and other people whom we felt, or were told, could provide us with relevant information concerning the programs in management. These visits were indispensable in getting a feeling for the nature of each institution and for the approaches they were using to education for management. It should be emphasized again, however, that the depth of our understanding of the programs at each institution was influenced by the short time we could spend on the campus. Moreover, the availability of faculty and students must also have influenced our views of each institution, and differences in the completeness and organization of the materials provided to us led to differences in the degree of preparedness of the consultants for campus visits. Schools that had a well prepared plan for the future were probably evaluated more effectively, as the consultants could focus on important variables.

Data used in this section were mainly those provided by the schools prior to the campus visits though a few changes were made to attain greater comparability. Later enrolment figures particularly for Fall, 1974, had changed the situation reported herein or modified the projections of some schools. These changes could not be reflected in this report as they would have necessitated a re-examination of each school.

III THE ISSUES

The overriding issue in the field of management education is the question of how it should be organized. This problem does not face the traditional disciplines, but management education is in a period of transition, and it is of great importance to the future of all universities that a viable structure be developed early in the hope of avoiding serious problems in the future.

Additional issues, that are familiar in other disciplines, include the number of programs, their size, structure, and quality. Six Ontario schools have MBA programs, and one offers a Master of Management Science degree that is very similar to an MBA. Is this enough or should additional such programs be authorized? Although there is no possibility within the scope of this study to provide an accurate measure of the demand for graduates from MBA programs, evidently a strong demand exists currently, and the indications are that it will increase. Other master's programs in management are in the very early stages of development, and there seems no immediate likelihood of over expansion. The size of MBA programs in future is an important question. These programs are expanding rapidly, and consequently there is a danger of over expansion. Other master's programs are still so small that the current issue is one of critical mass rather than of over expansion.

Quality is always a first consideration in any academic program, and this raises questions of student competence, of faculty qualifications, of the nature of the programs, of equipment and facilities and of the extent and quality of support from other elements in the university.

In the professional master's programs that are under review here, the most important factors are the student input and faculty competence. These being assured, other features can be more readily coped with. Programs may be largely copied from good existing models, and facilities used for undergraduate teaching are likely to be adequate for a professional master's program. Frequently however, the introduction of a master's program will lead to deterioration in an existing undergraduate program, as faculty energies and facilities are diverted to the new and more prestigous program. This is an important consideration, but no serious attention can be given to it in this study because of the lack of detailed analysis of the undergraduate programs. An additional feature of a professional master's program, not found in academic disciplines, is the integration in the program structure, which gives the student the opportunity to see the interrelationships between the diverse, and sometimes conflicting, viewpoints that he gets from the wide range of subjects in the program.

Professional master's programs are frequently considered, by those in traditional disciplines, to be the same as conventional master's programs but, in fact, they require different criteria for admissions, different criteria for judging quality, and different structures for administration. The institutional arrangements in a university have a major impact upon the success of a professional master's program, and

the peculiarities of such programs need to be considered carefully.

The issues related to doctoral programs are easier to identify, but they may be the more difficult to solve. At the present time, there are too few doctorates in management being awarded in Canada. A number of schools have plans for doctoral programs, however, and the possibility of an oversupply in a few years must be kept in mind. At the present time, the constraint is not lack of capacity in existing programs, but an insufficient number of qualified applicants for the programs. This is also the situation in the United States. This not only raises questions concerning the advisability of new doctoral programs being started, but also the spectre of a prospective shortage of trained faculty for expansion and replacement.

A related issue is the critical mass needed for a high-quality doctoral program. New measures of inter-university cooperation will be needed to bring about effective programs at the doctoral level. Doctoral programs also raise internal problems in the schools, as the academic demands for such programs frequently conflict with the professional needs of the master's programs.

The mission of a school and the consistency between the mission and its programs are important issues. Many schools develop programs on demand, without giving careful consideration to whether they fit into the overall mission of the school. This is likely to lead to internal conflicts and to programs that do not satisfy their purported objectives. Few schools have articulated a clear statment of goals and the programs that are needed to achieve those goals.

Problems of funding management programs lead to lively discussion on most campuses. University administrations tend to regard management programs as low-budget operations, that provide money for other academic programs which cannot generate sufficient demand for their courses. Faculty and administration in the management schools have been guilty of fostering this attitude, by emphasizing increasing student enrolments which they handle in large classes by conventional teaching methods; thus neglecting the development of individual students and the employment of newer techniques of teaching, some of which require more intensive student-faculty interaction. Increased use of computers, small group sessions, research assignments, etc. will make management education more expensive, and university administration will have to be educated to see that management programs receive a fair share of the basic income units they generate.

The short Canadian school year poses a peculiar problem in management programs since most of these programs have followed patterns developed in the United States, where the academic year is longer. This should mean that either some content must be omitted, students must work harder, or the programs must be extended: there is little evidence this problem has been generally recognized explicitly in designing Canadian programs. It does, however, merit consideration. It is obvious that an annual

academic calendar designed to meet the needs of an earlier agricultural community is not suitable for management programs.

An immediate issue has been raised by the big increase in enrolment in undergraduate business programs. Few of the schools restrict enrolment at the undergraduate level. The result is that the increase this past year has led to shortages of faculty and facilities, which must have had an inevitable deteriorating effect upon all programs in the schools. In addition, there may be longer-run, indeterminate, effects upon MBA programs. For example, graduates are likely to flood the job market, which may affect employment of MBAs. On the other hand, a substantial proportion of the graduates are likely to decide to go on to MBA programs, so there may be a sudden increase in demand for admission.

Another issue in management education is a lower level of business participation in the management programs in Ontario than in the leading schools in the United States. This participation should include providing students and faculty with opportunities for research and case development in business settings; greater participation in the educational process, particularly in continuing education for management employees; and financial support for activities that cannot otherwise be supported by the universities. Relatively small sums of money can frequently make the difference between a high-quality program and one that is only mediocre. A doctoral fellowship can attract an outstanding student to plan a career in management teaching and research. A summer faculty research fellowship can lead to important new developments as well as improve teaching performance in the future. These and many similar forms of support can make the difference between universities with vigorous management programs attuned to the needs of business and other organizations, and universities where the best minds are attracted to other areas and management is regarded as a repository for second-rate students and faculty.

The faculty and administration of the schools of management also have an obligation to maintain quality through establishing bases for close liaison with operating managers. The current rising demand for undergraduate management education must not be permitted to lower quality. The schools should insist on adequate facilities and staff before they admit larger numbers of students. Accommodation of students on a temporary basis, with the hope of improved support in the future, can only lead to poor education and a long-run detrimental effect on the standing of management education. The students in management programs in Ontario are almost all Canadian, and look to careers in Canada. The country cannot afford to give these future leaders anything but the best education that can be provided.

IV RECOMMENDATIONS

1. We consider that the plans given to us by the universities are generally reasonable and recommend that the universities be encouraged to proceed with them subject to qualifications and comments that appear throughout this report. These qualifications and comments are summarized and cross-referenced in this section. Recommendations that merely extend this general approval to specific situations are included in the text but have not been picked up in this summary.

2. Professional management programs should be at the graduate level. (page A22).

3. All universities carefully assess the probable effects of the burgeoning demand from candidates for undergraduate programs in management to assure themselves that an influx of candidates at the undergraduate level does not divert the efforts of staff needed to maintain high quality teaching at the graduate level. (page A22).

4. Some system for coordinating admissions procedures for candidates seeking to enter an MBA program at any Ontario university should be established. (page A25).

5. In allotting student aid, priority should be given to qualified mature students. (page A27).

6. The University of Ottawa should try to accelerate the growth of its MMSc in cooperation with Carleton University. (page A28).

7. The MBA should not be awarded for completion of programs of a type that differs substantially from the conventional pattern. (page A28).

8. We believe that a need for further MBA programs will arise in the future, however, new MBA programs in other locations in Ontario should be started as satellite operations to existing programs until they can be operated on a high level by the local university. (page A29).

9. Schools of management should accept responsibility for teaching management in non-business contexts. (page A29).

10. The proposed joint programs at McMaster offered by the Faculty of Business and Faculty of Health Sciences should be approved. (page A30).

11. Programs in public administration should not be developed in isolation from schools of management. (page A30).

12. The Waterloo Master of Applied Science in Management Science should be continued as a unique program differentiated from other programs in the province. (page A31).

13. The small specialized programs at Guelph should be continued. A broader management program should not be contemplated at this time. (page A32).

14. The output of doctoral graduates in management from Ontario universities should be increased. (page A33).

15. Adequate funding must be forthcoming from public and private sector sources for generous aid for doctoral candidates (page A35) and for recruiting good staff. (page A36).

16. In recruiting doctoral candidates serious effort should be made to get as many as possible with substantial practical experience. (page A36).

17. Effective co-operation between Ontario universities will be absolutely crucial to the success of their plans. Measures recommended to achieve this objective include the formation of a central co-ordinating committee for doctoral programs (page A36), grouping of students from adjacent universities for seminars (page A39), joint examination and thesis committees (page A39), provision of funds to pay the extra costs of co-operation. (page A40).

18. Doctorates should be in management and not in special areas. (page A37).

19. The University of Western Ontario should seriously consider converting its PhD program to a professional doctorate. (pages A39 and A71).

20. Continuing education programs should be rooted firmly in the management school, and should not be considered extra-curricular activities. (page A41).

21. In the continuing education field, universities should stick strictly to university level work. (page A41).

22. The reward structure should provide incentives for both professional activities and research. (page A43).

23. Salaries should be competitive with off-campus rates. (page A44).

24. The possible establishment of an inter-university research institute should be explored. (page A45).

25. The federal government should rely on the two local universities for all university level courses given to public servants in Ottawa. (page A53).

26. Introduction of a PhD program at Queen's is recommended. (page A59).

27. At the University of Toronto the teaching of management should be concentrated in the Faculty of Management Studies. (page A61).

28. The doctoral program at Toronto should be continued and should provide the core for cooperative efforts among the three schools in the area. (page A63).

29. The proposed doctoral program at McMaster should be formulated in close cooperation with Toronto and York. (page A63).

30. At York University the nature of the doctoral program and the decision to start in five areas should be re-examined.(page A63).

31. The doctoral program at Waterloo should be continued as a small specialized research-oriented degree in management science. (page A67).

32. The proposed MBA program at Wilfrid Laurier University should not be approved in its present form.(pages A68-A69).

33. The MBA program at Western Ontario should be continued as a full-time program at the size proposed by the School. (page A70).

34. At the University of Western Ontario, the School of Business Administration should become involved in the proposed Master of Public Administration program.(page A72).

35. At the University of Windsor the projected rate of growth in the MBA program should be slowed to ensure a continuing improvement in quality. (page A74).

V RECENT TRENDS IN MANAGEMENT EDUCATION

The content of management programs everywhere has been changing rapidly. Furthermore, this change in content, coupled with the changing profile of faculty, has brought about stresses within the faculties and, more recently, it has led to problems in defining relationships with other campus units. Most undergraduate programs in management emerged as offshoots of economics in faculties of commerce. These programs could be characterized as business rather than management oriented. They emphasized economics, accounting, and the institutional and functional elements of business firms. In the early sixties, there was an increase in the emphasis given to quantitative analysis, behavioural studies, and management as the focus of the programs, particularly the MBA. Although it would have been possible to utilize courses in other parts of the campus, the lack of relevance of such courses to management, the lack of flexibility of other faculties, and the poor preparation of the typical MBA student led most schools to the development of their own courses in mathematics, statistics and behavioural science, as well as economics. The addition of courses in English and social and political environment has led management schools to become miniature universities, with some missing elements such as languages and the physical and biological sciences This, in turn, has fostered an isolation from the rest of the campus.

There is doubt as to the desirability of this development, but its popularity with a substantial number of students has been evident. This popularity has come from a feeling on the part of the students that the courses in the management programs are more relevant, better taught, and provide a broader education than is possible in many liberal arts programs, where excessive specialization is stressed. Although these comments may be more applicable to undergraduate programs, they help to explain the popularity of MBA programs as well. They also serve to provide a basis for the analysis of the changing composition of faculties in management studies.

The change from a business focus to a management emphasis has had another effect. A teacher in organizational behaviour finds that the concepts he wishes to emphasize are applicable in a wide range of organizations. Many of the examples and cases that are available come from non-business organizations. It is enriching to the class discussion, therefore, to have some students in the class whose interests lie in management of non-business organizations. A similar situation is found to exist in courses in quantitative analysis, management economics, and managerial accounting. Even in courses that have been viewed as synonomous with business, such as marketing, professors have found the concepts applicable to a wider range of organizations.

At the same time there has been an increasing tendency for managers in private business to move into the public sector and vice versa. This has further emphasized the universality of management, and has encouraged the development of courses that do not emphasize the institutional settings in which the management principles are applied.

Moreover other professions have started to recognize that many of the people trained in their profession would sooner or later assume managerial positions, and that one of their limitations for personal growth would be lack of understanding of good management principles. This has led to the development of programs in public administration, hospital administration, library administration, etc. It appears obvious that the development of separate faculties of management in each professional school would be wasteful and would neglect the synergistic aspects of combining students, faculty, and research into a single management faculty. In universities where the separate programs have been in operation for sometime, it is difficult to overcome the vested interests that have developed and to combine them into a single operation. In schools where this is not a problem, there is an opportunity for designing a new academic structure that will be both more economical and more effective. Each professional school can then concentrate on the institutional and analytical aspects of primary importance to the profession and the management programs can emphasize the general concepts of management. The scenario for professional education would then become a basic undergraduate education, followed by joint programs in a professional school, including a program in management for students planning a managerial future rather than one in research or in a technical role.

In visualizing the impact of such a development on current programs in management, it should be pointed out that most of these are currently business management programs, where managerial and business elements are intermixed. The separation of these two aspects would necessitate the redesign of present programs and the alteration of a number of basic courses, such as financial accounting, finance, and marketing. The alternative to such changes is the maintenance of a program that is exclusively business management, with a resulting loss of opportunity for the enrichment of the program and with a consequent proliferation of management courses throughout the campus. The achievement of this new educational structure will require a breakdown of traditional barriers between faculties and a degree of cooperation that is seldom found on university campuses today. It may be that the newer campuses with less tradition to overcome will be able to make the necessary changes more easily and, as a consequence, develop more effective programs in management.

One source of tension within faculties, that has developed already, and which will be a continuing source of difficulty, is the difference in orientation of faculty who look at their role as business educators and those who consider themselves management educators. There is a distinct trend in most schools for new faculty appointments to be more oriented in the latter direction, and a number of older faculty are moving in this direction as research opportunities and classroom materials become available.

Related to this source of tension, but somewhat different, is a problem that has arisen as a result of greater emphasis on research and

fundamental concepts, rather than on direct applications. As pointed out above, management programs first evolved as a response to students and faculty who were primarily interested in the application of economics. The management programs that evolved tended to emphasize empiricism, with teachers who had considerable personal experience as managers and who devoted their attention to teaching and contacts with the professionals in their fields. The students found the resulting programs relevant and the teaching, for the most part, effective. Such programs were often not viewed as intellectually respectable by other academics, and the faculty members were, for the most part, treated as second-class citizens. To remedy this situation, increasing emphasis has been given to recruiting faculty with doctorates and a strong interest in research. The price paid was a decrease in the experience in actual management of the average faculty member, and a criticism by many students that courses were too theoretical.

It would be necessary to have a very large and diverse faculty to mount both a successful, high-quality MBA program and an equally renowned academic doctoral program. In every school with which we are familiar, compromises in one or both of these programs must be made when they are attempted in the same institution. A successful marriage of two such diverse programs requires a recognition on the part of all concerned that all faculty members are not equally attuned to both programs, and that different talents are needed and should be equally rewarded. This requires a statesmanship that is rare among humans and perhaps even more rare among faculties. The likely result is that the more academic program will prevail, because it will achieve greater support from the rest of the campus. The external demand from employers, and thus from students, will be for an empirically oriented program, but the intellectual and research interests of the faculty are likely to lead to programs becoming increasingly academic. The ultimate outcome will be determined by the strength of the pressures applied by the different actors in this drama.

In the instructions to the consultants, seven divisions were designated for specific consideration: accounting, finance, marketing, management economics, quantitative methods, organization behaviour (including industrial relations), policy and environment. These divisions developed historically in programs in business administration and are not commonly associated with other management programs. With minor modifications, however, and some change in content, they could serve as a structure for broader development of management programs.

A ACCOUNTING: Accounting has been referred to as the language of business, but it is also essential in any type of organization. Financial accounting, with its emphasis on the income statement and income determination, is not of great relevance to government organizations, but the growth of managerial accounting, which is equally applicable to management in the public and private sectors, provides a

link in this field. Accounting is the one area of management that involves a fundamental discipline rather than the application of a discipline such as economics, psychology, or mathematics. Even accounting traces its ancestry to mathematics, having emerged in the fifteenth century as a chapter in a text on algebra, but this remote ancestry can be ignored for present purposes. There is another element connected with accounting that makes it a unique field within management. The public accounting profession is well recognized, and there is a strong market for people trained in accounting, and accounting programs in the universities are readily supported by the profession. This development has not gone as far as in the United States, where separate schools of accounting have emerged in a few institutions. Canada originally followed the English apprenticeship system in training accountants, and it is only in recent years that the profession has focused attention upon the universities and their accounting programs. The demand for students with a thorough training in accounting is one of the major factors in the continual struggle between programs that involve a high degree of specialization and those that ar designed to train general managers. Accounting must be an important part of any management program, but in some schools it will be just one of the fields that is essential in training general managers. The emphasis will generally be on the uses of accounting in management, although in some schools accounting will emerge as a separate professional program for training people primarily for public accounting. This is one way in which diversity among schools may emerge.

The emergence of the computer as a vital tool of management has given a new dimension to accounting. Computers tended to have their first and most extensive application in accounting functions, although they have now come to be used much more widely. This broader use has led to a new area of study called management information systems, which in some schools is closely related to accounting but in other schools is more computer oriented and taught by the quantitative methods faculty. In either case, the developments in this area add an important new dimension to management education and necessitate new alignments of courses and faculty.

B FINANCE: The field of finance has undergone a significant change and today is a leader in new developments, research, and student interest. This field has always had close links with accounting and economics, and the three fields currently have significant areas of overlap, particularly in the area of capital budgeting. At one time, finance was primarily a study of financial institutions and although this is still important in some schools, the analytic aspects are in the ascendancy at this time. The finance area has made more use of the mathematical and statistical developments than other areas in most schools; and this has led to a shift in emphasis in quantitative methods, from operations-type applications to decision-making under uncertainty. In the past, the emphasis on institutions led to specialized programs in banking and insurance, but these have given way to financial management in general, which fit in very well with the general-management emphasis in most MBA programs. The technical developments in recent years have introduced a

new conflict between the technical training of financial analysts and the more general training of financial management. The former is of special interest to many of the young recent PhDs on the faculty and to a substantial number of mathematically oriented students, but it does not fit in well with a broad management program. Finance, as it has been taught, has been primarily oriented toward the private sector of the economy, with heavy emphasis on the stock market, investment analysis, and related issues. Many concepts are equally applicable to the public sector, particularly in relation to capital budgeting, but the teaching of finance will have to change substantially if it is to fit into broad management programs. More attention will have to be given to public finance, but the major change will have to be in relating financial-management concepts to the management problems in the public sector. This should pose no real barrier to the development of such programs, where they are desired, but it may be a factor in leading some schools to concentrate primary attention on the private sector and leave the public sector to others. There will be a need for some schools to retain a strong business orientation, and this may not be possible if a broad program of management for a wide spectrum of organizations is developed.

C MARKETING: Marketing is a field that most people consider only of interest in the private sector, but developments in recent years have shown the applicability of many of the concepts to the public sector. Every organization must deal with its clientele. A library, symphony, fire department, or a welfare agency must appraise the demand for its services, the most effective programs in meeting the needs of its public, and ways of stimulating interest in the organization. These are traditional marketing concerns. Consequently, it is possible that marketing could have as important a role in a general management program as it has had in business programs. In the past there have been certain programs in marketing that have concentrated on institutional concepts associated with advertising, retailing, and wholesaling, but these are not evident to any degree in the programs in Ontario. Marketing there has focused upon marketing management, which fits in well with the management approach. Increasing use of quantitative techniques and behavioural science in research have raised the research contributions of faculty in this field, but it has not yet adversely affected the relevance of the teaching in the field, although this may be a distinct danger in the future.

Although marketing has not had as close ties with other fields as might have been desirable, it is firmly established in business administration programs and its future in broad management programs of the future seems assured. As in the case of finance, however, marketing in some schools might retain a business orientation and be a legitimate factor in leading some schools to concentrate attention on business management.

D MANAGEMENT ECONOMICS: Management economics is a different type of field than the three discussed above. In some schools, all of the economics is taught by the economics department but, particularly in the larger management programs, a small-scale economics group has usually developed internally. This has resulted from a feeling that the economics taught by the economics department was too theoretical, and lacked relevance for students of management. Managerial economics, in its most usual form, is applied microeconomics, which emphasizes the use of economic reasoning in managerial problem solving. Although the problems dealt with have typically been business problems, there is no reason why the applications cannot be in other types of organizations. In fact, much of the recent development in this field has been in the public sector. This change has led to a reconvergence of managerial economics with the courses taught by economics departments, and cooperation needs to be developed to prevent needless duplication of courses.

In many schools, courses in macroeconomics are included in management economics. These courses are of two types: (1) economic forecasting, which is a managerial problem that logically falls within a management program; and (2) broader macroeconomics courses that help a potential manager understand the environment within which his organization functions. These latter courses are more logically taught by the economics department, but they have sometimes been unwilling to provide beginning level courses at the graduate level for students in MBA programs. Thus macroeconomics courses have been developed within some schools of business. If broader management programs are to be developed that make use of the resources of the entire campus, it would be logical for the economics department to develop the appropriate macroeconomics courses in cooperation with the management program. The danger is that such courses will suffer the fate of most service courses and be assigned to teachers whose primary interest is elsewhere, and where these courses are regarded as punishment or a chore that has to be done. Unless the administration of the universities finds a way to reward faculty for teaching service courses, they will continue to be regarded as ugly stepchildren to be avoided if possible, because greatest rewards are believed to come in teaching advanced students in one's own discipline. The growth of managerial economics is one of the evidences of the increasing isolation of management programs from the traditional disciplines, but it is also a symptom of the problems of university management in stimulating excellent teaching of courses for general education rather than for specialization.

E QUANTITATIVE METHODS: Quantitative methods is another field that has developed in management schools in response to the failure of traditional disciplines to provide for the needs of students in management. Although some quantitative analysis has been a part of management programs since the beginning, it is only in more recent years that the concepts of operations research in particular, but also other quantitative concepts, became of vital importance to management. These concepts

apply in all types of organizations, so little if any change in such courses is necessary to adapt them to a program of general management. The major issue raised by the quantitative-methods field concerns the degree of mathematical sophistication to be required of all management students. The typical teacher in the field would like the students coming into his courses to have a strong background in mathematics. However, management programs have, for the most part, not required any mathematical background for entrance; although a substantial minority in most programs come from engineering and sciences where they have had a number of courses in mathematics. This mixed background of management students has been a general problem, but it has been particularly vexing to teachers in quantitative methods. Three solutions to this problem have been attempted. The most usual is to provide some quantitative courses that are taken by those without adequate mathematical and statistical background; after which all students are put in the same courses. A second response is to provide alternative programs for those with strong mathematics background. The third is to require some minimum mathematical background for admission to the management program. The latter is likely to develop in the future, particularly if the demand for admission to management programs is strong. Today, however, schools hesitate to impose such entrance requirements as they are fearful that they will discourage otherwise good candidates. This is particularly likely to be a problem if only one school contemplates such a move. It is possible, however, that by differentiating its programs in this way, a school could attract a strong group of candidates who sought a mathematically oriented management program. In any case, there is likely to remain considerable internal tension in the management programs between those who want to increase the mathematical content of courses, and the sophistication of entering students, and those who feel that the mathematical content is great enough, or even too extensive, at the present time. An important element in this discussion will be the attitudes of people in other fields. The quantitative-methods people are likely to find strong allies in the finance and managerial economics areas and in some schools also in accounting and marketing. The ultimate test will come in the job market, and to this point it appears that employers are willing to pay a premium for people with a stronger quantitative training.

One further issue associated with the quantitative-methods area needs to be discussed. It is significant that there was no mention of production management in the instructions to the consultants, although this used to be an important functional area of business administration. It was into this area that quantitative methods were first introduced in most schools. The exclusive attention to production gave way to a broader area called operations management, which still persists at some schools. This area normally involves the application of certain quantitative methods to the management of physical resources. The felt need for such an area is a reflection of the loss of the old production-management field and the failure of faculties in quantitative methods to emphasize sufficiently the application of the methods to real managerial

problems. This is an ironic development in view of the importance of production management in the development of quantitative methods in management, but it has been an almost universal trend.

Production management has become more the domain of engineering faculties insofar as the technical aspects of production are concerned, leaving the broader management functions to the management programs. In some cases, however, engineering faculties have expanded into the management area, which leads to duplication of effort on some campuses. It would be more rational to have a single management program in coordination with professional schools throughout the campus, including of course engineering.

F ORGANIZATION BEHAVIOUR: Organization behaviour has emerged as a recognized area of study in response to the increased emphasis placed upon the management of human resources. Personnel management was a subject of study in management programs almost from the beginning, but it tended to be technique-oriented. It was gradually absorbed into a much broader area of study called industrial relations, which placed greater emphasis on the role of labour organizations and collective bargaining. Developing research into concepts of human relations has led to greater emphasis on organizational behaviour in management programs; and an attempt to integrate all these aspects into a single area of study that concentrates on the management of human resources. This area has a strong intellectual tie with the fields of psychology and sociology, and many of the faculty in this area have degrees in one of these two fields. This has been a healthy development, in general, as it has brought a new dimension to research in management and a broader perspective to the role of management. There has been a resultant problem, however, in that a basic conflict has tended to evolve between the organization-behaviour people and the quantitatively oriented people. The resulting arguments usually center on debates concerning the nature of the core courses in the curriculum, but they can affect many other policy matters in the schools. Debates of this nature can be beneficial and result in an improvement of curricula and the schools, but at times they can be overdone and lead either to deep splits in the faculty or compromises that benefit no one.

The organization-behaviour faculty have been leaders in moving schools away from exclusive attention to business administration and toward management as a general area of study, applicable to all types of organizations. This was a natural direction for them, as their research concerns people in organizations, the nature of the organization not being a major consideration. In addition, many of these people are not as comfortable philosophically when identified with the study of business as are accountants, marketing experts, etc. It is relatively easy for a teacher of organization behaviour to teach a class of students with diverse interests, as the problems of management of people are of general applicability. Courses in organization behaviour, therefore,

are a natural starting point for the development of a broad management program. These courses seldom have any prerequisites, so the problems of students coming from diverse backgrounds do not cause the difficulties encountered in other areas.

Although industrial relations has been absorbed into organization behaviour in most schools, it is regarded as a separate area of study in some, with proposals for separate degrees. This desire for separate identity arises from the union side of the study. As long as industrial relations is regarded as a management study, there is no reason for separation, but strong industrial relations programs have usually tried to give equal attention to both the management and the union side. It is difficult to make this believable to union people if it is imbedded in a school of "management". Many of the problems of union leadership are managerial in nature, and do not differ significantly from other managerial situations, but there are obviously some unique aspects to union operations. Whether these warrant the development of separate degree programs must be investigated carefully. Such an investigation lies beyond this study.

G POLICY AND ENVIRONMENT: Policy and environment is not an area of study but a catchall for some courses that do not fall in any of the other areas. It does represent more than this, however, in the philisophy of management education, and it is in this light that it will be discussed here. It will be discussed as two distinct areas however.

The environment area is the newest area within management, although it has some older antecedents in economics and business law. The argument for the development of this area is that the study of management cannot be carried on without attention being given to the environment within which management must operate. The legal, economic, political, social, and technological elements in the environment are presumably all of importance to the manager. They have, however, been largely neglected; except for the economic elements which have tended to be assumed covered in managerial economics. These omissions are unfortunate in terms of developing comprehensive coverage of the environmental factors affecting management. However, many people feel that the environmental factors should be covered in appropriate courses in other disciplines such as economics, political science, sociology and engineering, rather than establishing such courses in the management programs. There is a danger of duplication, but it is difficult to get the faculty in traditional disciplines to provide appropriate courses, suitable for MBA programs.

If such courses are to be taught within the management programs, there is a necessity for recruiting appropriate faculty. Hiring new faculty with degrees in the social sciences will broaden the character of the management faculty, but it may also generate conflicts between the new group and the faculty in traditional areas and in quantitative fields. These new faculty members, however, can be important contributors in broadening the management offerings for students interested in non-business careers.

The word environment is popularly used in a much wider sense to include not only the social but also the natural environment. Consideration of the environment in this broader sense is already leading to new fields of study such as resource management, wildlife and park management etc. that will profit from an association with existing schools of management.

Policy is primarily symptomatic of an attempt to give some unity to the diverse courses making up the typical management curriculum. Everyone recognizes that it would be desirable to integrate the approaches used in the various courses, but the accomplishment of this integration has been an elusive goal. The typical solution has been a so-called policy course where, through the use of a number of large complex cases, the students are expected to apply what they have learned in other courses, and to arrive at decisions with respect to the policy issues posed. The success of these courses has rested heavily upon the skill and breadth of background of the instructors, but at best they are limited by the scope of available cases. No instructor has a broad enough background to understand the methodology used in each of the areas of business, and no case is comprehensive enough to provide the student with the opportunity to utilize all that he has learned.

The result is that most policy courses tend to emphasize certain things that can be brought out in a case, while other concepts are neglected. Most policy cases, for example, do not provide a rich enough set of data to permit the use of sophisticated quantitative analysis. Attempts to circumvent these limitations of the typical policy course have included the use of management simulation exercises, team teaching, "living cases", and a number of innovative experiments. Some of these have been successful in a particular program when taught by particularly skilled instructors, but no overall solution has been found to the problem of integration of the methodology from the various subject areas. This problem has been difficult enough with respect to business policy, but with the development of broader management programs it becomes more difficult still.

"Policy" carries with it an aura of decision-making at the top with which all aspiring managers hope to be associated. This has been reflected in the policy orientation of some of the developing public administration programs. Policy courses tend to be problem-oriented and, as a result, it appears that this is one place where it will be logical to separate students by types of organizations in which they plan their careers. This could give the students a feeling of the relevance of various methodologies as applied to organizations in which they were interested, and certain institutional material could be introduced through the medium of an appropriately selected set of cases and readings. The challenge to the schools will be to find instructors with the requisite knowledge of both management and the institutional settings within which the management is to be applied. These people

are more likely to be people with considerable managerial experience, and they may lack the usual academic qualifications. It will be important that schools of management find ways of accommodating such persons so that the bread of academic methodology can be leavened with the yeast of experience.

This is one of a number of ways in which the status of schools of management as professional schools distinguishes them from traditional academic disciplines. It is unfortunate that the universities have failed to recognize this distinction clearly and, as a result, certain anomalies exist in university structures, financing, and general approaches to management studies. Management programs such as the MBA are not graduate programs in the same sense as an MA in economics, where the entering student is presumed to have the equivalent of an undergraduate major in the field. Students entering the typical MBA program are not required to have taken any management courses and, in fact, many programs discriminate against those who have. These students come to the programs with specific career objectives, and their success will be dependent upon many factors other than their academic abilities. Consequently, the admission standards for students entering a professional program must differ from those used for academic areas. The programs themselves must differ from traditional graduate programs, and the criteria by which successful completion is judged should also differ.

All of this argues for the handling of admissions, programs, and graduation criteria outside the usual graduate studies structure. This is the way certain universities operate, but in the majority of cases, admissions and other aspects of MBA and MPA programs are handled just like regular graduate programs. With respect to PhD programs in management, treatment as regular graduate programs is obviously desirable. Ontario universities have not developed professional (as distinct from academic) doctoral programs such as are offered in some universities in the United States. Such professionally oriented programs are a likely development in the future, but it will not come as easily, or in a desirable way, until a clearer distinction is made between professional programs and academic programs. An academic program is discipline oriented. It emphasizes the exploration through research of an important problem that lies at the frontier of knowledge of the discipline. It rests on a strong background in the discipline acquired in previous academic work. A professional program is oriented toward problems encountered in the profession. It is broader in nature stressing integration of a number of disciplines to find solutions to perceived problems. Research related to a professional program is more applied in its objectives.

VI MANAGEMENT EDUCATION IN ONTARIO

Management education at the undergraduate level started in the province shortly after World War I. Although some graduate courses in related subjects were taught earlier, the first MBA program in management did not appear until after World War II. There were only two MBA programs in existence in the province in 1959-60. The decade of the sixties saw the rapid growth of MBA programs, which, together with expansion at the undergraduate level, necessitated a rapid increase in faculty. In all of Canada, the number of business faculty increased from 100 in 1956-57 to 469 in 1967-68.[1] The first Canadian PhD in management was not given until 1964, and only a small fraction of the faculty recruited during this period held a doctorate. Emphasis was placed upon teaching capability and professional experience, and relatively little attention was given to research. This situation has been undergoing a change in recent years, with most new additions to the permanent faculty being younger people with a doctorate but with little experience in management. Most of these recent recruits are Canadian citizens with Canadian undergraduate degrees and doctorates from United States universities. The natural result is that these recent faculty additions are interested in developing doctoral programs and research activities. It can be seen from this very brief summary that although management programs in Ontario are large and numerous today, they are still in a period of development.

Ontario universities now offer a wide variety of educational programs in management, including undergraduate, master's, doctoral and non-degree programs. Central to all of these is the professional MBA program. This has achieved recognition throughout the world as a professional degree for aspiring managers, regardless of their undergraduate majors or the type of organization in which they plan to utilize their management training. The undergraduate programs in business and commerce are older and they enroll more students in the province, but they have not achieved the status of the MBA. Other master's level programs are few in number and small in size, but they are growing in importance. Doctoral programs are new or planned and small in size. They are all academic in purpose and no professional doctorates have been proposed. A professional field such as management must give careful attention to continuing education after the initial degree program, and this is an important part of the educational programs in the schools under study here. In the discussion that follows, each type of program is analyzed, with attention being given particularly to the number of such programs, their size, the quality of students attracted to them, the quality of the program, and the issue of full-time or part-time programs.

A UNDERGRADUATE PROGRAMS: Although undergraduate programs in management are beyond our terms of reference, they could not be totally

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[1] Business Education and Faculty at Canadian Universities by Max von Zur-Muehlen, Economic Council of Canada, January, 1971.

ignored. In most cases the same faculty teach at both levels. Other resources have to be shared, and the growth at the undergraduate level affects the resources available for graduate programs, and vice versa. Many authorities are convinced that management should not be taught at the undergraduate level. This conviction rests on the belief that teaching of management can be more effective if taught to students who are more mature and who have had some practical experience. Nevertheless, undergraduate programs have been successful in attracting large and increasing numbers of students and, on at least one campus, account for 25 percent of the total undergraduate student body.

In deciding whether undergraduate programs in management should be encouraged, two very important practical matters must be kept in mind. Firstly, the rapid development of MBA programs in Canada during recent years, has been greatly facilitated by the fact that there were undergraduate programs to build upon. Secondly, such undergraduate programs are extremely popular, and, so long as well designed and well run, they cater to a legitimate educational need. The real objection may often be to courses which are not well designed or well run.

If a new "ideal" university were to be started now it is virtually certain that no professional courses, such as management, medicine or law would be offered at the undergraduate level. However, in the real world of the Ontario universities undergraduate courses in business or commerce do exist, are successful, and will undoubtedly continue but the consultants recommend that new management programs should be at the graduate level.

The various universities have adopted different attitudes toward expansion of the undergraduate management programs. Queen's and York in particular, have sharply restricted enrolment growth, and they have enforced higher entrance standards, whereas some of the other universities believe that students who are admissible to the university should be free to choose their majors. As a consequence, they have tried to accommodate the growth in demand for management at the undergraduate level by expanding faculty and physical resources.

We are not in a position to assess the quality of the undergraduate programs, but we do believe that unrestricted growth at the undergraduate level may lead to a deterioration in the graduate level programs. We recommend that each school carefully assess its resources and the quality of the undergraduate students it admits and should establish admission quotas that assure that the undergraduate program will be of high quality and that adequate resources will be kept available for maintaining a high-performance level in all management programs undertaken.

There is a danger that large undergraduate programs will lead to a deterioration of programs such as the MBA. This can happen in a number of ways. Faculty whose major teaching assignments are in the undergraduate program may carry over into their MBA courses the same level of expectations, teaching methods, and attitudes toward the

students, thus minimizing the value of the maturity and experience of students in the MBA program. At the present time, employers are paying a premium of up to $4,000 a year for an MBA over an applicant with a bachelor's degree. If the faculty and administration of a school maintain, however, that the two programs are almost identical, and the majority of students in the MBA have no experience, employers will soon come to the conclusion that an MBA is little, if any, better than the holder of a bachelor's degree.

Unless the schools maintain a clear distinction between the purpose and content of the two degrees, there will be a tendency for the higher degree to be driven out. One of the reasons for the present high prestige of the MBA is that it was first granted by universities such as Harvard, where no undergraduate management degrees are given, thus becoming a unique and highly valued educational program. This high value can only be maintained in the long run if the degree remains truly distinctive. Each school should carefully study its undergraduate program, both in terms of its inherent qualities and in relation to its impact upon the professional programs. We do not recommend solving the problem by placing the undergraduate program under a different faculty, as is the case at Toronto. In our view, undergraduate programs should be pre-professional rather than professional, and in this role they could serve an important function, not only for students of management, but also for a wider group of students who need a broad program that will help them both in finding immediate employment and perhaps later pursuing further professional education.

B MBA PROGRAMS: The Ontario Ministry of Colleges and Universities in University Report for February, 1974 reported on increased graduate enrolment in the province and stated: "Especially noteworthy is a rise of 30% in new entrants into the master's business administration programs....Master's level enrolment in business administration has grown 19 percent over last year, accounting for almost one-third of the growth in master's enrolment". This rapid growth raises significant questions with respect to the number, size, and quality of the MBA programs in the province.

At the present time, six schools-McMaster, Queen's, Toronto, York, Western, and Windsor-have MBA programs, and Wilfrid Laurier has proposed starting one. The University of Ottawa has a program leading to the degree of Master of Management Science, which is like an MBA program, and it will therefore be included in the discussion in this section. The program at Waterloo leads to the degree, Master of Applied Science in Management Science, but it is a different type of program, with greater research and technical emphasis, and it will be discussed in the succeeding section. Other schools are contemplating MBA programs, although they have not yet made formal proposals.

Full-time enrolment in MBA programs has grown 50 percent in the past five years, and the present plans of the schools project a more than 50 percent growth in the next five years. This continued growth raises questions concerning the demand for graduates from MBA programs, the supply of qualified students, and the quality of the programs with increasing size.

The assessment of the demand for graduates from MBA programs is very difficult, if not impossible. MBAs go into a wide variety of positions upon graduation in both the public and private sectors of the economy. There are, therefore, no definable boundaries to the market for such graduates. As a result, it is impossible to measure, with any degree of accuracy, the size of the market. Present demand can be shown to be high by the placement of current recipients of the MBA in good positions. Most graduates receive multiple offers and placement officers report that many employers do not get as many graduates as they would like. Another indication of the market lies in a comparison of the education of managers in Canada and in the United States. The lower level of education of Canadian managers and the lower percentage of MBAs graduated by Canadian universities indicate that further expansion of MBA programs is justified in terms of demand. The extent of the lag in enrolment in comparison to enrolment in the United States may be appreciated from this comment from the ECONOMIC COUNCIL OF CANADA -

> "At the first degree level, United States universities have recently been graduating four times the number of business administration and commerce students produced in Canada per thousand of population. For all disciplines, the number of first degrees being produced is proportionately about one and a half times that in Canada. It has been estimated that at the graduate level for the Master of Business Administration degree, the ratio has been seven to one over recent years. Moreover there have been only two doctorates granted from a Canadian university in business administration up to the fall of 1968, compared with a flow in the United States of more than 350 doctoral degrees per year over recent years". (Fifth Annual Review, 1968, page 43).

We believe that, subject to quality considerations of programs and applicants, the size of full-time MBA programs can best be determined by the demand for such programs by students and by the demand for the graduates. This will mean that over expansion could occur, but it should adjust itself within a couple of years. Temporary fluctuations in demand are bound to occur through changes in the economic climate, and should not be the occasion for rapid adjustments in capacity either upward or downward.

The major limitation on the size and growth of the MBA programs has been and will continue in the near future to be the number of qualified applicants for the programs. No program has reached its planned maximum size, although Western only proposes to grow about 10 percent. Queen's and York may also soon reach the point where they will have to be more selective. Up to this time, however, each school has applied the minimum scholarship standards set down by the university for all graduate programs, modified by the scores on the Admission Test for Graduate Studies in Business, and recognizing significant management experience. Personal qualities, which are important factors in a successful management career, have not been assessed in any systematic way as is for example, the practice in medical schools.

We found significant differences in the students at the schools we visited, but we could not determine whether this resulted from the small sample to whom we spoke or to differences in the nature of the student body. It is likely that differences in programs will attract different types of students, and this is of course desirable. The important factor is that the students should have the intellectual capability to pursue a rigorous program in management. New programs have a tendency to admit marginal students in order to get started, and we can assume that some of the management programs have been guilty of this. At the present time, however, the overall quality of the students is as high as for other graduate programs, and it appears to be improving at most schools.

The projected rate of growth as shown in Table II page A50 is unlikely to outstrip the supply of satisfactory applicants, except perhaps Windsor, where the projected growth rate may be too rapid for the available supply of highly qualified students.

The background of students entering the MBA programs is very diverse. On the average, in the seven programs, 28 percent come from business administration or commerce, 40 percent from engineering and science, 18 percent from social science, 9 percent from humanities, and 5 percent from other undergraduate programs. There is not a wide difference among the schools, but York has the highest percentage from business and commerce, Queen's the largest percentage from engineering and science (more than 50%), Western the largest percentage from the social sciences, and Ottawa the largest percentage from the humanities.

As entrance into some MBA programs becomes more restricted, potential students will find it difficult to know what to do about applying for admission. Consideration should be given to a system of coordination among the schools to reduce the number of duplicate applications in MBA programs perhaps by utilizing a common application form. The students could designate their order of preference for different programs, and each school would be free to accept or reject individual candidates. Such a system would also serve as an indication of the number of qualified candidates who are not admitted, and permit the channelling of qualified candidates to programs where openings are available. We were told that because many students make multiple applications most schools have an ample supply of well qualified applicants but often end up with vacant places. The collection of a non-returnable deposit on acceptance might help to reduce last minute switches.

The basic structure of the curriculum in each of the programs is similar. No specific prerequisite course requirements are imposed on students for entrance. The first year of the program consists almost entirely of required courses in basic disciplines of accounting, economics, quantitative analysis, and behavioural science and functional courses in finance, marketing, and operations management. Minor deviations occur in individual programs but they are, in general remarkably similar. Students who have had sufficient work in any of these areas in their earlier education may be excused from these courses, so it is sometimes possible for a student to complete the MBA in one year. This pattern is similar to the majority of schools in the United States, but it differs

from such schools as Harvard Business School and Stanford, where all students are required to spend a full two years in the program. Western is close to the Harvard pattern with over 95% of the students doing the full two years. The second year of the programs is primarily elective, with a policy course and perhaps one other course required. There is little restriction on the programs of individual students, so they may specialize or take a general program as suits their objectives. Although all of the programs are oriented toward business management, Ottawa and York offer options in public administration, and York has an option in arts management and administration. In each of the schools, a student with other interests could use outside courses to develop a program for management in relation to non-business organizations.

The only major distinction in the structure of the programs is at Ottawa where most courses are given in both French and English. This bilingual characteristic makes it unique among the MBA programs in the province. Other differences among the schools stem from differences in faculty, facilities, and teaching methodology. Although the basic structures of the programs are the same, the education that a student receives can be quite different. These differences can be almost as great within a school as between schools, particularly with respect to emphasis on theory versus empirical work, and on techniques versus emphasis on a way of thinking about management activities.

We were impressed with the extent to which students had made rational choices among schools, choosing a particular school because of size of classes, close faculty-student relations, excellence of faculty in a particular area, method of instruction, etc. If each school develops its distinctive characteristics and makes these known to prospective students, a good matching of student needs and school programs should be possible. The major limitation to this development is the strong regional orientation of most students. Where students have a criterion of selecting the closest MBA program, the schools are put under pressure to satisfy all types of needs rather than develop their own distinctive characteristics. This seemed to be less of a factor at Queen's, Toronto and Western, which draw students from a wider geographic area than the other schools.

The geographic location of schools is also an important factor with respect to part-time MBA programs. The total number of students in part-time MBA programs is about equal to the number in full-time programs, but the distribution is very different. Queen's and Western have no part-time programs, whereas McMaster, Ottawa and York have programs that are much larger in terms of number of students than are their full-time programs. The schools project only a 12 percent increase in part-time enrolment in the next five years, as the backlog of unfilled demand gets taken care of. The popularity of MBA programs is relatively new, so there are many people working in managerial positions who want to obtain an MBA, but who cannot afford to leave their work for a year or longer to complete a full-time program. Demand from these people has encouraged the schools to offer programs in the late

afternoons or evenings, and many of the MBA programs have started in this way. Such programs must be offered close to the working locations of the managers, so continuing pressures can be expected to provide such programs throughout the province. It is such pressure that has led Wilfrid Laurier to propose offering an MBA program, and it is likely that similar pressures will be felt in other parts of the province.

The structure of the part-time programs is the same as that of the full-time programs, and admission requirements are the same, but there are important differences and the resulting educational experience is not the same. The courses in the part-time programs usually meet at night for three hours once a week. This is not the same as two meetings of one and a half hours, which is typical in the courses offered during the day. Night school students have less access to library and computer facilities and less informal interaction with faculty and other students. On the other hand, many faculty members say they prefer to teach at night because the students have more experience. Day students we talked to said they liked to attend night classes because the discussions were more interesting. This mixing of full-time and part-time students in the same classes can be beneficial to both groups, although it raises interesting problems. One group of full-time students said they were at a disadvantage because other students had secretaries to type their papers, collect data, etc. and they also had better access to practical problems on which to do a paper. Overall, it appears that the part-time programs are of comparable quality to the full-time programs, and they are beneficial in exposing faculty to students with more managerial experience. Such programs may divert faculty attention from research, particularly when taught as an overload for extra compensation. We believe that the part-time programs should be considered a part of the regular program of the school, and teaching assignments should be made for all programs in the same manner.

It would be highly desirable to have some mature students with management experience in the full-time programs. As the part-time programs develop, they are likely to attract the experienced people who want an MBA. This is unfortunate, in its effect on the full-time programs, that are likely to lose something thereby. However, overall it is good, as it leads to greater flexibility in programs; giving harrassed seekers after the light more scope in planning postgraduate studies.

As mature students with practical experience are the best type for MBA programs, and they normally are required to make the greatest financial sacrifices to obtain degrees, in alloting student aid, we recommend such students be given priority over newly minted bachelor level graduates.

An MBA is a broad program which cuts across many disciplines, and therefore to be successful it requires a substantial faculty and a wide range of courses. We believe that the minimum size of a program is about

160 students. Smaller programs must be more specialized, or rest upon undergraduate courses, which can defeat the purpose of the MBA. Growing programs can overcome the problem by combining full-time and part-time students in advanced classes to increase the overall size of the student body. This is currently being done at some of the schools to the benefit of all concerned. Each of the schools, with the exception of Ottawa, project full-time growth to at least 200 students, so their dependence on the part-time program will disappear. We feel that Ottawa should work with Carleton in planning a larger program for the future than is presently projected. The proximity of these two schools makes cooperation relatively easy, and the result should be a better program for the students.

In addition to the seven schools discussed above, Wilfrid Laurier has proposed the introduction of an MBA program on a part-time basis, limited to thirty students at the start, and rising to sixty in total in the next few years. To make a program of this size viable, they propose a unique approach that involves considerable individual research and reading, being in this way more like a conventional master's program. It has been indicated above that the existing MBA programs are of similar structure and the degree has come to suggest a conventional course pattern. We believe that it would be undesirable for any school to grant an MBA degree for completion of a program with a substantially different structure.

On the subject of desirable standardization, we would further recommend that, as the master's program in Ottawa is in the conventional MBA pattern, consideration should be given to granting the MBA at that university instead of the MMSc.

As indicated above, we have doubts about the rate of expansion proposed by Windsor, but otherwise we find the quality of the existing programs good and proposed rates of growth sensible.

The range of knowledge and skills that the ideal manager should possess is vast. It is so great that it cannot possibly be encompassed in a normal education even when supplemented by a two-year MBA program or by a longer DBA course. Consequently all management programs represent merely the current fashion in selecting from the store-house of available and probably useful knowledge. Obviously the selection of material should be based partly on the results of reports from graduates on what has proven most useful to them and on the gaps that they found in their knowledge, and partly on serious efforts to foresee future needs, which will certainly change as management evolves.

It is perhaps surprising that the curricula in management courses are so similar and that they now all consist of a varying mix of the seven areas listed in the consultants' terms of reference. We feel that greater diversity, carefully selected would be beneficial. In

fact some once fashionable areas of knowledge that have almost disappeared from curricula might well be considered for re-inclusion. Examples are-

Production Management - This includes a wide range of techniques for increasing productivity including time and motion study, work methods, shop and office layout etc.

Logistics - including transportation.

Management of risk - including insurance.

Western is an exception. It has an area group in operations management which includes subjects of this kind.

Specialists are available in each of these fields, but the manager must know that help is available and when to call for it.

Other universities in Ontario will undoubtedly be urged to offer graduate programs in management - particularly the MBA. For example, both Laurentian and Lakehead Universities already offer diploma courses in business administration. We are informed that Laurentian University is already under pressure to offer an MBA. The existing five-year plan for Laurentian does not include an MBA program. We were informed that a new five-year plan including the MBA might be admitted in the relatively near future. Because an MBA program is multi-disciplinary in nature and therefore requires an exceptionally varied staff, it is difficult to start a quality MBA program on a small scale.

We recommend that, when the need for an MBA program is demonstrated at, for example, Laurentian, the need should be met initially by a satellite operation managed by one of the existing schools in cooperation with the local university and preferably with the active support of local industry. The original plan should provide for the gradual growth of local staff and resources as the need arises leading finally to a new MBA program independent of the original sponsors.

C OTHER MASTER'S PROGRAMS: The MBA is now an accepted degree for business administration, and programs have a uniformity and quality which is recognized in and outside the academic community. Management programs in non-business fields are more diverse, smaller in size, and have not been as widely recognized. The result is that any discussion of these programs must treat each one individually. Three separate kinds of programs have emerged, however, so the discussion can be focussed to some extent by looking at these three different approaches.

The first to be discussed is one which seems to be growing in popularity, and is based on the idea that management, as a general area of study, can be applied to any type of organization. Under this approach a school has a basic MBA program with an opportunity to

specialize in other areas such as public administration, arts administration or health administration. Appropriate courses in other faculties are recommended for students in these special areas. This is the approach that is usually followed in programs that emerge from the faculty of management. In effect, it amounts to developing optional streams within the MBA. Examples include public administration and arts administration at York, public administration at Ottawa, and the proposed health administration program at McMaster. Each of these programs is relatively new and small, but this approach makes it possible to launch such programs with a minimum of new resources, with the realization that they can grow as demand manifests itself. We find this approach most appealing from the standpoint of the development of a rational program for management education and we believe that the programs existing and proposed should be encouraged. Other schools might be encouraged to move in this direction although they should not do so until their management programs are well established. In some of the universities structural organizational problems make it difficult, if not impossible, to inaugurate such programs at this time. More will be said about this later.

The second approach to non-business management programs is to formulate joint programs sometimes resulting in joint degrees. The only example of this, which was brought to our attention in the schools we visited, was the joint MBA/LLB degree program at York. A program of this type could be developed in conjunction with library faculties, schools of social work, and other professional schools offering master degree programs. Administrative problems associated with such programs will probably restrict the number and size, but they should be an effective approach where there is a need for both a professional degree in the technical area and for a background in management. For example, a degree in library science is a requisite for a successful career in librarianship, but increasingly the job of a librarian involves management of a high level. In the past the education of most librarians neglected training in management, but this is clearly not desirable for the future. On the other hand the small size of library school faculties preclude development of sufficient management expertise internally.

At McMaster, the Faculty of Health Sciences and the Faculty of Business propose two joint programs; one of which will lead to an MBA (Health Services) and the other to a Master of Health Services Administration (MHSA). These programs are well thought out, and there is a need for such training. The numbers proposed are not large. We recommend they be approved.

The third group of non-business management programs are those that have appeared on some campuses, by a sort of laissez-faire approach. Degrees are introduced in an ad hoc manner; an approach which must lead to duplication of courses and a waste of resources on each campus. This usually happens when a decision is made to include some management courses in an existing program. This may remain highly restricted in scope or it may gradually expand into a full management program. In some universities there are also programs which seem to fall in this category but which are in fact specialized programs of a non-managerial nature. The area of public administration is a good example.

These programs often emerge from political science faculties, either as a special area within the existing program or as a special semi-independent school. There seems to be a tendency in the existing programs originating in this way to de-emphasize management and to concentrate on the formulation of public policy. They then become specialized programs which fall outside the scope of management as it is envisaged in this report. This is our evaluation of the program of the School of Public Administration at Queen's. Carleton professes to have a program that is a balance between policy and administration but so far they have leaned more toward a policy orientation. The program at Toronto appears to be an academic program with little management content. The proposed program in public administration at Western, aimed at municipal administrators fills a gap in present offerings although we feel it is unfortunate that this program has been developed without close cooperation with the School of Business Administration which, we believe, could make a significant contribution to it.

The diploma program in Hospital Administration at the University of Toronto grew up within the School of Hygiene with little contact with other management programs in the University. Recently there has been active cooperation with the Faculty of Management Studies and it seems likely that this will evolve into an effective joint program - possibly leading to a master's degree.

In addition to the programs mentioned above, there are a few which are unique and have developed in relation to the particular circumstances at individual universities. An example of such a program is the Master of Applied Science in Management Science at Waterloo. This program is based in the Faculty of Engineering and enrolls only students with substantial mathematical training. It is not a general management program, but rather a specialized graduate education in management science. Graduates of this program are most likely to go into staff positions, if they do not go on for a PhD. At Ottawa, students taking the Master in Management Science with an operations research option, take a somewhat similar program, and all the MBA programs provide for similar options in operations research, quantitative methods, or a similar area. However, none of these programs require the depth of mathematical background, for all students, that is required at Waterloo, and they require a correspondingly broader training in management outside these areas of specialization. The Waterloo program is a small specialized high quality offering, and we see neither reason to recommend changing it, nor a need for additional programs of this type in the province.

Guelph with its strong tradition in agriculture has two small unique programs related to management. The School of Agricultural Economics and Extension Education offers areas of emphasis for the Master of Science in management and related fields - such as farm management, agricultural finance, agricultural marketing, and agricultural business. The latter could evolve into a management program, but at present there is little indication this will happen, and few courses are offered. The Master of Science is now a specialized degree, although each student is relatively free to develop his own program. There are widely divergent views as to

what constitutes agricultural business or "agribusiness". To many people such terms would include farm implements, chemicals, steel, food, etc. making them almost synonomous with business as a whole. From this point of view there is likely to be pressure to expand this program into a general management program. Similar pressures may come from other programs on the campus such as in consumer studies and hotel and food administration. We feel that these pressures should be resisted at this time, and that resources should be concentrated on the small unique programs now offered. Plans for a broader management program should be made on a campuswide basis, and should not be approved by the province until nearby programs are approaching an enrolment of 200 students each. In the meantime cooperation with these other universities should be encouraged.

The graduate program in consumer studies at Guelph was brought within our terms of reference, but it is a specialized program devoted to the study of consumption and markets rather than the managerial aspects of marketing. There are similarities in that the study of marketing and particularly of marketing research, are found in both types of programs, but the point of view and the breadth of the programs is quite different. The program in consumer studies is a small specialized offering well suited to the traditions of Guelph, and we recommend that it be maintained; but we see no need for additional programs of this type in the province.

In summary we believe that the optimal development of master's programs in the province will involve broad, large general management programs with specialization developed through cooperation with other professional programs in the university or on nearby campuses. There will still be room for small specialized programs which are uniquely suited to particular campuses. These programs will not focus on management, but on specialized subject matter such as the programs mentioned above in management science and consumer studies. In general we do not recommend specialized programs concentrating on management for a special type of business. Many programs in the United States went in this direction, and they tended to become descriptive and narrow with a lack of intellectual content. Most of these programs have disappeared in recent years. The emphasis today is on training managers so that they can plan a career which might take them into a variety of organizations in either the private or the public sector. An attempt to develop narrowly trained managers for special industries would be a step in the wrong direction. This does not imply that broad management training cannot be combined with professional expertise in a specific technology. Indeed this may be the ideal training for the majority of potential managers. The professional expertise may be in a technology such as chemistry, a professional area such as medicine or librarianship, a business related area such as banking or accounting, or a public sector area.

D DOCTORAL PROGRAMS: The task of the consultants would have been very simple if the basic question put to them had been - "Is it desirable to establish doctoral programs in management at Ontario

universities?" Of course it is desirable. Management education is of vital importance today in Canada; and having good doctoral programs would help to attract the best teachers and the best students. At several schools, as we have seen, respectable master's programs are rapidly developing, and it is logical to expect the people devoted to building up such programs to aspire to teaching at the highest degree level.

Unfortunately we do not face such a simple question. In higher education today we are inevitably up against the fundamental necessity of allocating scarce resources as intelligently as possible, in view of the insatiable demands for teaching in all disciplines and at all levels; not to mention all the other demands a modern welfare state faces for social services of all sorts. The real question facing us is the more difficult one of whether, at this time, the importance of doctoral programs in management justifies the great expenditure of time and energy that will be required to establish good programs. (Presumably no one is interested in establishing anything but good ones).

It is not possible to answer this kind of question as categorically or definitively as the simple question of whether these programs are desirable, but we, based on the examination we have been able to make, conclude that it is important to press ahead now with doctoral programs in management at some of the Ontario universities. We believe that what has been accomplished on some campuses, in developing management education in recent years supports the idea that they should be encouraged to move to the doctoral level, with a view to rounding out and completing coverage of all aspects of such education.

In making this basic recommendation, we would like to emphasize that the doctoral programs must be undertaken soberly and advisedly. The exciting prospect of teaching the best students, at the highest level, must not blind anyone to the magnitude and difficulties of the undertaking, nor to the serious danger that teaching resources may be diverted from presently solid master's programs, where the maintenance of academic excellence is equally important.

With these premonitory warnings fully in mind the consultants agree that there is an urgent need to increase the output of well qualified doctors in business administration and management from Ontario universities. There is a strong demand for graduates for teaching in all of the existing MBA and other graduate programs, not only in Ontario but in other Canadian universities. At present this demand is being filled mainly by Canadian graduates who go to United States universities for doctoral training. The United States universities have been extremely generous in supplying their high quality graduate education to these Canadian candidates. The candidates have paid nothing like the cost of their education, and in many cases have been assisted by fellowships or other forms of student aid. It is obvious that this situation should not be allowed to continue and that Ontario universities should begin to turn out a fair share of doctoral graduates in management.

The consultants wish to emphasize that they do not advocate cutting off graduate training for Canadians in other countries and especially

in the United States. Nor do they advocate a policy of hiring only Canadians. What should be aimed at is a situation in which Ontario universities produce their fair share of doctoral graduates. Many of these will find employment in Canadian universities, others in Canadian government and industry and still others will no doubt go abroad, particularly to the United States. It is to be hoped that this emigration will be matched by an immigration of well qualified scholars from other countries.

It is difficult to estimate the demand for doctoral graduates in these fields. The consultants were given many estimates of the future demand from universities in Canada. These ranged from 35 to 100 a year for the next five years. In addition, we were frequently told that there was an increasing demand for graduates with these qualifications in governments both federal and provincial, and in large companies. The schools included in this study alone plan to add about 35 new faculty members per year in the next five years. If all of the proposed doctoral programs are approved, and they all grow at the rate that is presently projected, it would be 1979-80 before the annual output of doctorates reached 35. It is evident that in any case these schools will have to continue to rely heavily upon doctorates from non-Canadian schools; primarily in the United States. There is a possible long-term problem that should be mentioned, although too many uncertainties are involved to make it an important issue at this time. Just about the time the proposed doctoral programs reach their steady state, and a substantial flow of doctorates is produced annually, the growth in management faculties is expected to level off and the demand for doctorates in university teaching posts is likely to decline substantially. However, if the schools are sensitive to the changing needs of the community and adapt the doctoral programs to meet the demands of industry and government it is unlikely that there will be an over supply of graduates.

In a situation of this kind there are three principal elements; the demand for graduates, the availability of well qualified candidates and the graduate schools capable of teaching such candidates satisfactorily. As discussed above, the consultants have concluded that the demand for doctoral graduates will be substantial for some years and, as indicated below, the output will probably fall well below the demand for a good many years because of a lack of both qualified candidates and of established high-class graduate programs.

The consultants were not presented with any solid information on the availability of well qualified doctoral candidates. The major schools anticipate no difficulty in filling their planned enrolments by recruiting from their own MBA programs. However, all agreed that this was not a good long term solution to the problem and that they would far prefer to get people who had taken their BComm or MBA at some other university.

The availability of good candidates for Canadian universities is adversely influenced by two factors. First, the limited financial support that is available for doctoral students in Ontario universities and, second, the existence of vacancies with relatively good financial support at first class United States business schools. As far as the supply of doctoral candidates goes the Ontario universities are in a familiar vicious circle. They cannot become well known and popular until they have first-class students; and they cannot expect first-class students until they are sufficiently well known and popular to compete effectively with the many well established and first-class United States schools.

It is imperative that means be found to attract top quality candidates to the doctoral programs if they are to justify their existence. There must first be adequate financial support for these candidates. Whether supplied by the government, private industry or a combination of sources the amounts should be large enough so the candidates can pursue their educational objectives without spending a major part of their energies in supporting themselves and their families. Western was the only university that said they were achieving this level of support. On the other hand, the schools should not spend money extravagantly competing amongst themselves for top quality candidates. Ideally fellowships should be awarded to the best candidates who should be free to choose the doctoral program which best meets their educational objectives.

Additional sums must also be made available to the schools to finance strong programs. Experience in teaching and research, which go with a doctoral program, are an important element in the student's development, but they should be designed and undertaken as a part of his education, and not primarily as a means of financial support. In many doctoral programs candidates are in effect a source of cheap labour for large research projects and for manning large undergraduate enrolments. This is wrong as it delays completion of degree requirements, almost inevitably to the candidate's detriment.

Fellowships are not the only means of attracting candidates to doctoral programs. Ways need to be found to make the opportunities for academic careers more visible to possible doctoral candidates. The consultants were impressed with a program at Queen's. People with management training and experience are offered short teaching contracts of two or three years. If they are successful as teachers and enjoy the academic atmosphere, they are encouraged to enter a doctoral program with some assurance that they will be offered a position on faculty if they qualify successfully.

Serious efforts should be made to recruit some students with significant management experience in business, industry or government. Such students usually do well and also make an important contribution to the education of the faculty and other students.

The consultants concluded that no single university in Ontario can be regarded as now having all the qualifications necessary to operate a really first-class, strong and effective doctoral program in management. The details of the state of preparedness of each school are set forth in the brief appraisal of each school given below. For the reasons that have been outlined, it will not be easy for any one school or for the schools collectively, to attain quickly the stature required by a first-class graduate school. However, the importance of developing high-class doctoral programs in Ontario is so great that special means should be accepted for a few years in order to get the graduate programs up to strength within a reasonable time.

The measures that should be considered include

(1) favourable budget allocations within each university to permit the hiring of a sufficient number of well qualified teachers,
(2) a special program of student aid aimed at making Canadian opportunities attractive to a proportion of the best available Canadian students, and
(3) the formation of a central coordinating committee through which the emerging doctoral programs in the schools of management could be coordinated for mutual support during this formative period.

There are enormous benefits to be derived from cooperation between universities in all aspects of their doctoral programs. This is particularly so in the atmosphere of rapid development that is so evident in management education in Canada today. With so many programs being proposed simultaneously, proper planning requires either (a) a drastic cut-back of courses to a few selected universities, or (b) an insistence on genuine cooperation to assure that the resources of the universities, interested in this field, will be mobilized as fully as possible.

The first of these alternatives - an arbitrary restriction of programs involving such decisions as, say, that University X may set up a doctoral programme, but University Y may not - is probably wholly impractical however attractive it may be financially. On the basis of an examination of the depth we were able to make, we could find no convincing grounds for arbitrary recommendations of this sort.

We conclude that an insistence on effective cooperation is the only feasible course to recommend. Everyone will cheerfully concede that this is a very sensible suggestion. If it is to work effectively, and we believe that it can, the idea must be taken up with positive enthusiasm rather than passive aquiescence.

At one university, it was suggested to us that such cooperative arrangements were up to the presidents, deans and such senior officers to work out, rather than for individual faculty members to worry about.

But this is all wrong. The drafting of plans for cooperation, and the issuing of high-minded joint proclamations of intentions to cooperate, are by far the easiest part of the task. Financial and administrative details do require some working out; but these have often been solved in a relatively simple and satisfactory manner.

The real problem is at the grass-roots, to promote the full use of the facilities of other universities. This can only be accomplished with the enthusiastic support of faculty members. And this must be forthcoming in spite of the many obvious attractions to running and controlling courses, seminars, etc. yourself - as against encouraging your students to take them elsewhere. It should be understood, however, that making cooperation work at the faculty level is in effect, the price of getting support for the doctoral programs which a number of universities are so keen to develop.

The consultants do not advocate cooperative degree programs operated jointly by several universities. They feel that each university giving a doctoral degree should have its own program but that each program must be strengthened by assistance from faculty in nearby schools. In the early years, individual schools may choose to operate doctoral programs only in specially selected, narrow fields. However, the consultants feel that the final goal should be very broad doctoral programs and that narrow specialization should be regarded only as an interim measure.

The consultants believe that a school giving a doctoral degree should have a broad program which assures that the candidate has a good understanding of the broad area of management although he will write his dissertation in a specialized area. We recommend, therefore, that the doctorates be in management and not in a special area such as accounting, finance, etc. Candidates should be encouraged to explore new areas and the interrelationships between fields and this is less likely to occur if the degree is in a functional area. We do not recommend that a school be approved to give a doctorate in one field such as finance but not in other fields because the interrelationships are too close to permit such arbitrary distinctions. If a school has an approved doctorate in management, it can establish requirements which will assure that a candidate's program can be adequately supervised within the faculty. Of course, with cooperation among the schools the limitations of individual faculties are no longer a major constraint on a candidate's program.

In the chart on the following table the fields of the existing and proposed doctoral programs are set forth. Different names are used and, of course, the proposed programs differ but for purposes of an overall view the classification along the lines of the areas designated for this study is useful. If separate approval is to be given for each specialized doctorate, it can be seen that they are fairly well distributed except for the overconcentration in organization behaviour and quantitative methods. These also happen to be the two areas in which the shortage of doctorates is the least acute.

DOCTORAL PROGRAMS IN MANAGEMENT

School	Accounting	Finance	Marketing	Managerial Economics	Quantitative Methods	Organization Behaviour	Policy and Environment
McMaster(1)	X	(X)	X		X (3)	X (4)	
Ottawa (2)					X		
Queen's (1)	X (5)	X	X		X	X (6)	
Toronto	X (1)	X	X	X (7)	X (7)	X (6)	
Waterloo				X (8)	X (9)	X	
Western	X (10)	X	X		X (3)	X	X (11)
York (1)	X (12)	X	X			X (13)	X (14)

(1) Proposed program
(2) PhD in Economics with a concentration in Operations Research and Mathematical Economics
(3) Management Science
(4) Labour Relations and Human Resource Administration
(5) Business Information Systems
(6) Organization Behaviour and Industrial Relations
(7) Business Economics and Management Science
(8) Applied Economics
(9) Operations Research
(10) Planning Information and Control Systems
(11) Policy
(12) Management Information Systems
(13) Behavioural Science
(14) International Business

There is a special problem with doctoral programs in management that make larger programs desirable than in the traditional academic disciplines. In such traditional disciplines there are substantial numbers of master's candidates, interested in theoretical and research oriented seminars. It is thus possible to offer a selection of these seminars for all graduate students. MBA candidates, in a professional program, are primarily interested in professionally oriented courses, and not so interested in theoretical and research oriented seminars. Doctoral candidates coming out of undergraduate or professional graduate programs need such seminars. At least a one year seminar is needed in each field in which the doctorate is offered. A minimum size for an effective seminar is perhaps six students. This means that a doctoral program must attain a certain critical size before it can be effective. Thus, for the present, the need to group students from adjacent universities in order to create lively seminars becomes one of the principal benefits of cooperation.

Another issue facing schools planning doctoral programs concerns the nature of the program. A PhD is supposed to be a research degree, although the major occupation of most graduates is teaching. We believe that the integrity of the degree should be maintained and any PhD programs in management should emphasize research although preparation for teaching should not be neglected.

We believe that in addition to the PhD there is a need for an outstanding professional doctoral program in management in Ontario. In our opinion Western has the faculty orientation and other resources which make it best able to mount such a venture. The strong professional orientation, excellent liaison with the management community, and long history of management education place Western in an ideal position to develop an excellent professional doctoral program, which would be the only one of its kind in Canada. No school should devote resources to two types of doctoral programs, and we consequently recommend that Western concentrate its attention on a professional doctorate and let other schools offer the more traditional PhD.

The obvious consequence of this recommendation is that four schools - McMaster, Queen's, Toronto, and York would be left with existing or proposed PhD programs in management. None of these four schools at present, or in the near future, will have adequate resources to offer a complete PhD program in management. Each of them, however, has unique strengths which could be used to advantage. We recommend, therefore that each of them be permitted to proceed with their doctoral plans, but that arrangements be made to bring about serious and effective cooperation between them.

The short distances between McMaster, Toronto and York should make a high degree of cooperation possible so that PhDs can be offered which would equal the best programs now in existence. We recommend that each

school control its own admissions and granting of degrees, but that programs be integrated through seminars, joint examination and thesis committees. Seminars should be scheduled and publicized so that candidates at each institution may attend, and they should be expected to attend the seminars relevant to their programs. Examination committees should include one faculty member from each of the three institutions, plus faculty from the candidate's own institution.

The thesis committees should also include one faculty member from an institution other than the university in which the candidate is registered. These procedural recommendations will not by themselves assure optimal cooperation. We trust that the good will of faculty members, and the self-interest of the candidates, will bring about the desired cooperation. At the outset, Toronto should take the lead in establishing the cooperative arrangements since it is the most experienced in operating a PhD program in management.

In the case of Queen's, the cooperation must take a different form because of geographic considerations. We feel that cooperation with the three schools discussed above should be as extensive as possible, but regular attendance at joint seminars may not be feasible. Fortunately, Queen's has an outstanding economics department with a strong doctoral program. The School of Business has exceptionally close relations with this department. We recommend that, in the initial development of their doctoral program, Queen's should emphasize fields where the resources of the economics department can be utilized effectively.

If it is determined that it is premature to start a professional doctoral program at this time, we recommend that Western continue its PhD program, but that active steps be taken for it too to cooperate with the schools discussed above, even though we recognize that distance will make such cooperation more difficult.

We strongly urge that the schools collectively seek a special fund from which to pay the relatively small extra expenditures that will be incurred by this cooperation. We feel certain that cooperation will be much more active if travel and other costs do not have to come out of normal budgets.

Such a fund might well be subscribed by local businesses. However, it would also be a sensible use of public funds because it will add so much to faculty productivity.

We conclude that the plans for doctoral programs, presented by the five schools, are reasonable and should be accepted with the important proviso that cooperation is close and effective during the formative years.

For at least several years the most serious problem will be to recruit enough good students. Good doctoral education requires a

critical mass of students for seminars and other interactions, just as much as it needs good faculty. Inter-university cooperation must therefore involve the pooling of students as well as faculty.

E CONTINUING EDUCATION: In every profession there is a need for continuing education throughout one's professional career. Management is no exception to this rule. Each school that undertakes a professional degree program has an obligation to provide opportunities for special courses to renew and update earlier professional training. Such programs can be of great value to the schools, by providing feedback from the profession on the relevance of the materials used by the school, by giving faculty a closer relationship to ongoing problems, and by providing a loyal group of managers interested in the educational programs of the school.

Western and York have the most active programs of cooperation, owing to history and location, as well as a result of serious effort in establishing good contacts.

The high value of these programs should, however, not be permitted to obscure some dangers involved in them. Most such programs develop outside revenue for the schools and this may lead to an excess investment of scarce resources in special programs to the detriment of degree programs and research. The best solution is to place all programs within the structure of the school, and make assignments to the various programs based upon comparative advantage without selective compensation to individuals. This means that extra income received by the school for continuing education will be divided among all the staff which may result in additions to income of 25% or more. Differentials in salaries within the management faculty must be based upon the total contribution to the school including regular teaching, continuing education and research. This point will be discussed in greater detail in the next section of this report.

Continuing education should in general be financed by the managers who benefit from it, or their organizations. One exception to this principle applies to small businesses, where it may be desirable for the province to provide support to the schools for special programs. There are programs of this type in operation now, but we have had no opportunity to assess their adequacy or the need for more such programs.

It is important for the integrity of the professional degree programs in the universities that a clear separation be made between them and special programs for special interests. The latter should not become degree programs although there is frequently a desire on the part of the participants to obtain an MBA degree through attendance at a series of special seminars in management.

With the proliferation of continuing education programs, and the number of different types of institutions trying to compete in catering

to the demand, it is worth emphasizing the importance of concentrating, at our universities, 100% on genuine university level work; leaving the basket weaving and bookkeeping to others, who can do it as well and much more economically.

F FACULTY: The growth of the faculty in programs in management has been rapid in recent years and this growth is expected to continue, although at a decreasing rate. There were 337 faculty members as of December 31, 1972, in the eleven schools included in this study with 290 of these in business programs. This compares to a figure of 154 faculty in all business programs in the province in 1967-68[1]. This rapid growth has brought about a substantial change in the nature of these faculties. Over one-half of the present faculty have been hired since 1969. These new faculty members have less management experience on the average than those appointed prior to 1969, but a much larger proportion have doctorates. Only about a third of the faculty appointments since 1969 had more than three years non-academic experience. About the same proportion had over three years of academic experience at other institutions. There are substantial differences among the schools but in every school the more recently appointed faculty have less non-academic experience than those hired prior to 1969. Queen's and Toronto have emphasized academic experience in recent years with over fifty percent of their recent appointments having over three years of academic experience at other institutions. Ottawa, Western, Wilfrid Laurier and Windsor have placed greater emphasis on non-academic experience, with over 40% of their recent appointments having over three years such experience. The differences in the education and prior experience of the new faculty members is certain to affect the direction of development of the academic programs. This is already noticeable at some of these universities.

The large number of recent appointments has led to a young faculty in the field. The median age is about 37 with less than 15% over 50. 70% of the faculty have doctorates which compares with a figure of 33% for 1967-68 for Ontario reported by von Zur-Meuhlen. Although over 60% of the faculty with doctorates received their undergraduate degrees from Canadian universities, over 75% received their doctorates from universities in the United States. The pattern for a majority of the business faculty, particularly those hired in recent years, has thus been to receive their undergraduate degrees from a Canadian university, and then to go to the United States for a doctorate before returning to teach in Canada. Although they may have had a brief employment in a non-academic position, and taught part-time while working for their doctorates the majority have had on arrival no significant non-academic employment nor teaching experience. The result of this change in faculty composition has been an increased emphasis upon research, and a desire for new and expanded doctoral programs. This trend is likely to continue, although other factors may modify its magnitude.

It was pointed out in a previous section that although doctoral programs will increase in size and number, this expansion will be

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1. Von Zur-Muehlen Op.Cit. p.34

modest, and the aspirations of a number of schools in this direction may not be fulfilled. Alternative means of supporting the legitimate interest of faculty in research and theoretical academic programs will need to be developed if the potential of the new more highly trained faculty is to be fully realized. The support of research is discussed in the next section. If the Canadian academic year remains unchanged, the long summer period should become a major factor in developing research programs, and faculty who can and do produce significant research should be encouraged to use the summers for this purpose.

The increased attention to research in management is to be commended and encouraged but this should not obscure the fact that management programs are fundamentally professional in nature, and the faculty must maintain a close liaison with managers and their problems. The typical student in MBA or other professional management programs, is more interested in current managerial activities than he is in theoretical developments. The academic programs must not lose sight of their ultimate objective through satisfying the research interests of the faculty. This poses a critical problem for each faculty member, and also for the administration of the schools and universities.

There is a tendency to give greater attention and rewards to the academic achievements of faculty than to their professional activities. This is natural on the campus as a whole, because it is primarily academic in orientation, and the majority of administrators come from traditional academic disciplines. Indeed some academics doubt that professional programs belong in a university. However, clearly if a university is committed to running such courses, it is important that the criteria used in judging the professional programs and the faculty therein, be consistent with the objectives of such programs. The resulting stresses between schools of management and the rest of the campus, and indeed within the schools themselves, must be resolved if the programs are to survive and grow in quality and productivity.

The answer is not to expect each faculty member to carry out all of the traditional academic activities of teaching and research and in addition carry on a full professional program. Few if any individuals have the talent and energy to combine these diverse and demanding tasks effectively. Each school must develop within it a diverse faculty which in total can carry the multitude of responsibilities placed upon the school. Recognition must be given for each type of assignment and the faculty rewarded for their total contributions to the school's programs. Mutual respect for different talents is difficult to achieve, and the tendency is for each group to feel that their particular contribution is the most important. This can lead to controversy and, in the last analysis, each school must strike a balance or trade-off, in how it divides its efforts between academic and professional activities. During our visits we found little evidence that internal controversy was causing serious problems within the schools we visited, but there is always a danger that this could

develop unless great tolerance for diversity is insisted upon.

Another issue that requires attention is the administration and staffing of special programs. When such programs first start, they are often taken on by a few faculty as a special assignment, and they usually receive extra compensation as a result. As they grow in size and importance this approach tends to be continued with undesirable consequences. They may become the private preserve of a small group of the faculty, whose effective salaries then get out of line with those of the rest of the staff. Pressure to help in such programs may also divert the attention of faculty from other activities for which they may be better suited, or which may be more important in the long run development of the school and faculty. All programs of the school need to be planned together and the faculty assigned on the basis of their interests and abilities. Compensation should cover the total performance of a faculty member.

The average compensation, in a professional program, needs to be substantially higher than in traditional academic areas, because of the greater time commitment involved. Moreover well experienced, high quality recruits are needed, and to attract them salaries offered must be comparable to those paid off-campus, although it may not be necessary to match these dollar-for-dollar, as teaching has other attractions for some good people. Consideration should also be given to the professional expenses that are associated with maintaining close relations with managers. These expenses are not likely to be covered by government support and yet maintaining such contacts is important both to the schools and to the organizations who expect to employ their graduates. We doubt whether support of the management programs, from the managerial community, is as great as it should be. The future direction of the schools may, in a large measure, be shaped by the existence and extent of the outside support which they receive from the management community, both private and public, that they serve.

G RESEARCH: Research in the schools of management in Ontario has been limited although as stressed above, it has been increasing in recent years. There has been relatively little support for research in management either from the government or private sources. In addition, heavy teaching loads and large classes while all universities were trying to cope with rapidly increasing registration, have restricted the time faculty could spend on research. Perhaps the single most important factor, however, has been the lack of research orientation on the part of the faculty. These factors are all interrelated, however, and each of them will have to be changed if research in management is to develop as it should. It has been pointed out above that the newer faculty in management are more research oriented. They will lose their incentive in a short period, however, if support for research is not improved.

Several government departments both federal and provincial and to a smaller extent business and industry make use of management faculty members as consultants, on staff assignments and on research projects. In some cases the research topics are selected and supervised by the customer but, especially with more senior staff they are able to pursue their own research interests. Within appropriate limits of time and income such work should be encouraged, especially where there is scope for pioneering research.

Support for research in management by the granting agencies has been small and uncoordinated. The impending reorganization of the federal granting mechanisms should afford an opportunity for the management schools to assert their right to a continuing share in these grants. Support from the granting agencies should be sought especially for projects that are too theoretical to appeal to operating departments or to business and also for the work of young faculty members while they are establishing their reputations.

Most of the research being carried on by the management faculty appears to be individual in nature. There is a lack of substantial research programs or institutes focusing on an important area of research. Such institutes can provide facilities, assistants and a milieu within which scholars can interact, and mutually benefit from related research activities. No single school of management is likely to have the concentration of scholars in a particular area to staff an institute, but by collaboration among universities and cooperation with related disciplines, one or more institutes could be viable. Such institutes might also play an important role in providing faculty access to doctoral candidates and giving such candidates a broader exposure to scholars in their area of interest. In the long run these institutes might become the centres for most management research and an important part of the doctoral programs in the province. The short distances between many of the universities make possible forms of cooperation that would not be possible in most places. These institutes might also help to solve the problem of allocation of funds among the universities for research. Small amounts of money to a number of schools for an area of research are likely to have less impact than a substantial amount given to a single institute. For example, an institute for research in accounting could be supported by the accounting profession and scholars from any university could participate in the work of the institute but the profession would then not be faced with the invidious problem of deciding how much to give to each university.

The ultimate success of doctoral programs in management in Ontario rests upon the development of effective research in which the doctoral candidates can become active participants. Present programs do not have the resources to compete with the best programs in the United States.

H FACILITIES: Our terms of reference included an assessment of the physical facilities needed to carry out the plans of the schools including buildings and equipment, computers and libraries. An exhaustive analysis of these items was impossible within the time limits of our campus visits but we did develop some general impressions.

(i) Physical Facilities: For the most part the buildings utilized by the management programs are relatively new and designed for this use. Some schools projecting rapid growth will require additional facilities but in most cases this is associated with the expanding undergraduate enrolments. The major problem with existing buildings is that conventional classrooms found in most schools are not suited to teaching styles preferred today and only a few of the schools have adequate amphitheatre and seminar rooms available.

The physical facilities do not appear to be a major constraining factor for future development at any of the schools with the exception of the University of Toronto. It is surprising to find the Faculty of Management Studies there in such poor facilities after seeing the extensive new construction that has been carried out at other Ontario universities in the last decade.

(ii) Computers: All the schools that were visited included at least an introduction to the use of a computer for all students and more advanced courses are available in all of them, either in the school or in the university computer department. All the schools reported that they owned or had access to computer facilities adequate for their teaching and research needs. A few students complained of delays in getting access to a computer terminal but not of the capabilities of the computer.

There was some evidence that the relationship between the management school and the university computer department was not always as close as it should be. The importance of the computer and of management information systems will continue to increase. No school should attempt to be self sufficient in this area; all should depend upon close cooperation with their university computer department or centre to keep them abreast of developments in both hardware and software.

(iii) Management Libraries and Library Holdings: Library resources are not as critical a factor in evaluating management programs as in the traditional disciplines. It is a relatively new field with rapid changes which make historical material of relatively less value. Current periodicals, and institutional information are of relatively great importance for research but even these materials are not used extensively in most of the master's programs. All of the schools have adequate library resources for the programs which they now offer. The critical questions concern the adequacy of these resources for faculty research and for the proposed doctoral programs.

No one institution can hope to build a library collection which is so complete that an intellectually active faculty will never find significant gaps in it. The short distances between schools in Ontario and the excellent interlibrary loan operation which makes the total library resources of all schools available to each faculty member make the problem much less serious. Indeed the problem becomes one of library cooperation to avoid needless duplication of retrospective and exotic acquisitions. We found no indication of faculty research being constrained by inadequate library resources at any of the schools we visited. Problems did exist where new areas of inquiry were being undertaken but these will always exist to some extent.

The two schools with existing doctoral programs in management, Toronto and Western, appear to have adequate library resources for doctoral research. York has built up an extensive collection and this should not be a constraint in their development. Queen's and McMaster may not have adequate library resources at this time to fully support doctoral programs. This seems to be particularly true at McMaster but such students should not find it too difficult to use the library at Toronto. Nevertheless, the initiation of doctoral programs at these two schools should be accompanied by an augmentation of the library resources in management. The collection at Waterloo seems adequate for their doctoral program in management science.

Research in management ranges widely utilizing methodology from the behavioural sciences, mathematics, philosophy, history, etc. The methodology is frequently applied to data and institutional settings of diverse nature. Consequently, it is the total library resources of an institution which are of interest to the evaluation of management programs rather than just the holdings in management. We could not conduct a comprehensive analysis of the total library resources at each institution but in general we were impressed with what we saw and we did not encounter significant dissatisfaction in this respect on the part of either students or faculty. We have no evidence to indicate that library resources are a constraining factor for any of the existing programs or for proposed programs with the exception of the two doctoral programs mentioned above.

VII THE SCHOOLS

In this section of the report we give a brief analysis of each of the schools we visited and some impression we have concerning their programs. We have tried to make our assessments in terms of the stated mission of the school and their long term plans to achieve their objectives. We do not feel that there is a single best program in management and we applaud and encourage diversity among the schools as long as the resulting programs are of high quality. We expect that some of the schools will develop an international orientation and reputation. These will be relatively few in number. Others will have a national scope and the majority will probably concentrate on their regional role. The important result is that each school develop a reputation for a quality set of programs consistent with its resources and objectives. The traditional academic view that a school without a doctoral program is not of high quality must be eliminated so schools are free to develop outstanding professional programs at the master's level without the feeling that this makes them second class citizens in the academic world.

Comments on individual schools are given in geographical groupings. This is done to emphasize, once more, the recurrent theme of inter-university cooperation.

We believe that cooperation among neighbouring schools is essential and that encouragement should be given to facilitate such mutual assistance. We suggest that the government make special funds available to be used to support cooperative activities. This will be for travel expenses primarily but might include remuneration for guest lectures, workshops etc. which are organized on an inter-university basis.

Our comments on the schools deal with six localities - Ottawa, Kingston, Hamilton -Toronto, Guelph -Waterloo, London and Windsor.

The following tables have been included before our detailed comments on the individual schools in order to give a quantitative overview of the growth of management education in Ontario during the past five years and of projections for the next five.

Table 1 - Staff part-time and full-time
Table 2 - MBA part-time and full-time
Table 3 - Other Master's part-time and full-time
Table 4 - Doctoral part-time and full-time

In Table 1, staff projections for Western are for the current two-section Junior setup (line 1) or for the three sections of Junior (line 2).

TABLE 1

STAFF - PART-TIME AND FULL-TIME

University		69-70	70-71	71-72	72-73	73-74		74-75	75-76	76-77	77-78	78-79
Carleton	F	1	1	1	3	7		17	19	19	19	19
	P	1			2	7		9	11	11	11	11
Guelph	F	2	5	7	8	10		10	10	10	11	12
	P			1	1							
McMaster	F	19	23	26	30	33	FTE					45 - 50
	P	10	12	4	4	7						
Ottawa	F	5	31	41	37	24	FTE				57	
	P	5	5	7	10	5						
Queen's Business	F	35	39	40	40	39						55 - 60
	P	1	1	1	10	15						
Public Adm.	F				1							
	P				24	14						
Toronto		28	31	35	38	28	FTE					37 - 40
Business		7	6	10	8	14						
Waterloo	F	8	10	11	10	14	FTE					13 - 15
	P	9	6	1								
Western	F	51	54	62	60	68	FTE	76	79	81	81	
	P	1	6	2	4	5	FTE	78	83	85	87	
Wilfrid Laurier	F	8	9	8	13	15		25	31	37	43	
	P					9		5	5	5	3	
Windsor	F	16	17	18	20	22						35 - 40
	P			1	1	12						
York	F	36	42	54	59	64	FTE	67	69	71	72	
	P	10	12	9	9	(FTE)						

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TABLE 2

MBA PART-TIME AND FULL-TIME

University		1969-70	1970-71	1971-72	1972-73	1973-74	1974-75	1975-76	1976-77	1977-78	1978-79
McMaster	FT	128	116	102	119	167	150	155	160	160	160
	PT	354	318	314	310	303	315	330	330	330	330
Work Study		-	-	-	-	47	90	120	120	120	120
Ottawa	FT	-	-	38	47	56	70	75	80	80	80
	PT	-	-	134	168	185	250	250	250	250	250
Queen's	FT	123	130	110	102	164	200	200	200	200	200
	PT	20	12	12	6	11	15	15	15	15	15
Toronto	FT	164	179	135	118	151	-	-	-	300	-
	PT	-	3	52	77	108	-	-	-	400-500	-
Western	FT	362	392	393	425	453	480	500	510	510	-
	PT	-	-	-	1	1	-	-	-	-	-
Wilfrid Laurier		-	-	-	-	-	-	30	60	60	60
Windsor	FT	20	24	24	31	55)	-	-	-	-	200
	PT	45	38	22	20	24)					
York	FT	159	190	203	200	241	230	275	300	333	365
	PT	524	595	613	567	629	600	715	787	876	964

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TABLE 3

OTHER MASTER'S PART-TIME AND FULL-TIME

University	1969-70	1970-71	1971-72	1972-73	1973-74	1974-75	1975-76	1976-77	1977-78	1978-79
Carleton										
Public FT	18	20	24	2	12	20	25	40	40	40
Admin. PT	65	63	60	51	44	50	50	50	70	80
Guelph FT	-	2	3	7	4	6	9	11	12	15
MSc PT	-	-	-	1	4	3	2	4	4	3
McMaster Health Serv.										
Admin. FT	-	-	-	-	-	-	5	15	30	45
Ottawa										
Health FT	-	48	47	51	53	55	55	57	57	60
Admin. PT	-	13	27	34	37	30	30	30	30	30
Queen's										
Public FT	-	10	17	27	25	30	30	30	30	30
Admin. PT	-	-	-	2	2	12	18	24	24	24
Toronto										
Public FT	3	1	-	1	1	-	-	-	-	-
Admin. PT	1	-	-	-	2	-	-	-	-	-
Health										
Admin. FT	7	6	5	6	7	-	-	-	50	-
Waterloo										
Management FT	19	28	27	25	41	45	50	50	50	50
Science PT	24	22	15	85	122	155	110	100	100	100
York										
Public FT	10	6	14	10	8)	10	20	30	40	50
Admin. PT	27	39	45	20	19)					

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TABLE 4

DOCTORAL PART-TIME AND FULL-TIME

University		1969-70	70-1	71-2	72-3	73-4	74-5	75-6	76-7	77-8	78-9
Guelph	FT	-	-	-	-	-	-	1	2	3	5
McMaster	FT	-	-	-	-	-	-	-	10	15	-
Queen's	FT	-	-	-	-	-	-	20 25	20-25	20-25	20-25
Toronto	FT	12	17	18	24	22	-	-	-	44	-
	PT	-	-	1	4	9	-	-	-	-	-
Waterloo	FT	7	9	11	8	11	13	14	15	17	19
	PT	4	3	2	5	7	8	7	5	5	4
Western	FT	14	20	20	22	18	-	-	-	30	-
	PT	4	4	5	5	7	-	-	-	-	-
York	FT	-	-	1	2	2	3	15	20	30	30

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OTTAWA

Carleton - Ottawa

(i) The Ottawa Scene

As Ottawa is one of those national capitals developed by selecting a neutral site, away from larger cities competing to become the capital, it has naturally developed into a government centre, with relatively little business activity. The main concern of the management schools there is obviously to cater to the needs of the giant bureaucracy which has been built up. The growth in size and complexity of this bureaucracy has created a virtually insatiable demand for well educated managers as recruits, and also for mid-career university level retraining for public servants who are coping with the problems of running complex operations in the midst of rapid technological change.

A good deal of mid-career training goes on within the government in a satisfactory manner. We believe, however, that such in-house training cannot be the most effective way of dealing with university level work. The government would do well to rely on the two local universities for all university level courses given to public servants in Ottawa.

In this regard, the government is fortunate in having at hand two universities that are, in many respects, complementary in their interests, and who seem to be determined to work together towards developing their special talents with as little duplication as possible. To put it briefly, in its management school the University of Ottawa stresses quantitative methods and the management sciences, while Carleton's approach has been more humanist and policy-oriented.

Perhaps most important of all, the University of Ottawa has made the most serious and determined effort to be fully bilingual in its programs. Its most important degree, the MMSc, can be taken entirely in either French or English. This presents the most formidable challenges. Obviously a large part of the teaching staff must be fluently bilingual, and those familiar with the difficulty of locating good unilingual staff, can but have the highest admiration for those who accept the challenge of finding good bilingual teachers. And yet there are few more important problems facing the country today than the necessity of building up a competent, bilingual public service.

In addition to supplying the students the government can participate in many other ways such as, supplying highly experienced part-time teachers for full courses, seminars, panel discussions and speakers and facilitating access to libraries, document collections and other data sources.

(ii) The Teaching of Public Administration

While both universities have naturally been interested in public administration, they have approached it in quite different ways. Carleton has had, as its principal project in management education, a School of Public Administration which has been concerned mainly with the "policy" or decision-making aspects of the field. On the other hand, Ottawa has built up its program as one of three streams in its MMSc. As this is an MBA type program, the emphasis is inevitably on administrative or management aspects, rather than on policy.

As both decision-making and administration are vital areas, this is all to the good. An efficient public service, will require many key managers who understand both aspects and who can help in the basic task of working out a balance between them - a subject which has received far too little serious study.

While the School of Public Administration at Carleton has operated for some 20 years, it was basically reorganized just three years ago. At that time it was decided to build up a relatively small, inter-disciplinary staff.

At this early stage of reorganization, a number of fundamental questions are still being debated. These will have to be decided before a clear picture emerges of where the School is heading. Several scattered elements in the University might be included in the plans for the School; but whether they should be or not depends on fundamental objectives, which have yet to be worked out and agreed upon.

The most important activity of the School, at the graduate level, is the MA (Public Administration). This consists of a qualifying or diploma year, in which students with an honours BA are admitted to core courses, generally similar to those covered in the first year of the usual MBA programs, but with somewhat less quantitative emphasis. Having obtained their diplomas, students can complete their master's in a further year, in which they have various administrative and policy options.

Owing to small numbers, some courses were given in the evening only, but in 1974-75 day and evening sections of each course are being offered The School has taken advantage of the proximity of government departments to establish a system of internships.

There appears to be a reasonable demand for the diploma and master's programs at their present scale, although there are questions (at least in the minds of some students to whom we talked) regarding acceptance of the degree by government recruiters. It was suggested that this may be a matter of poor communication; and there is talk of a new public service classification which will cover generalist

backgrounds, and not require a concentration in one of the traditional disciplines.

The general orientation of diploma and master's is actually somewhere between administration and policy. Although they intend to maintain a balance between these two approaches, we doubt that this is possible in a small program and fear the result will be a program which has no distinctive character of its own.

The public administration program at the University of Ottawa may be more briefly described as one stream within the MMSc. Students thus get the familiar core courses given in most MBA type programs in first year, followed by a year of courses related to specialization in public administration.

The flavour of the program, as the title MMSc indicates, is more strongly quantitative than the Master of Public Administration programs.

We believe public administration is a particularly good field in which to explore and develop cooperative programs. It is therefore good to hear that the two universities and the Public Service Commission have been working on a new program for mid-career training at the administrative trainee level. While no final agreement has yet been made, we understand the government might send 30 to 40 selected public servants each year for work at the two universities. At Carleton this would be expected to about double the size of their master's program in public administration; not an unreasonable undertaking. The contemplated program should, therefore, in our opinion, be pushed forward as a matter of high priority.

(iii) The MBA

Carleton has no MBA program. Nor has Ottawa, but we have throughout this report, treated the MMSc at the University of Ottawa as such a program.

In the course of our discussions at Carleton, there was some suggestion that a study of its various efforts in the field of administration (some of which are mentioned below) by a President's Committee, might open up an opportunity for establishing an MBA program there. We do not feel attention should be diverted at this time from sorting out and rationalizing some of the small programs now being offered. Moreover the MMSc at the University of Ottawa would seem to us to cover adequately the needs for this type of program in the Ottawa area. We recommend that when the time comes to consider an MBA at Carleton, it be designed to avoid overlapping with the University of Ottawa's MMSc; preferably as a joint program.

The MMSc is the University of Ottawa's main graduate level effort in the management field. At the undergraduate level it operates a very large business administration program, both full and part-time.

In the MMSc there are now 60 full-time students and 200 part-time. It is estimated that over the next five years, this may build up to 120 full-time and 300 part-time.

There are now 39 full-time faculty; and it is an indication of how quickly this new program has grown that there were only half that number in 1969. The faculty projects a staff of 57 in five years' time.

There are three streams within the MMSc - business administration, public administration and operations research.

We would like to reiterate that this program is offered in both English and French, and the most serious attention is given to ensuring that it is taught equally well in each.

(iv) Master of Health Administration

At the University of Ottawa a Master of Health Administration is offered. With 54 students, this is the largest of the four MHA programs offered in Canada. It is given only in English. There are plenty of good applicants; the constraining factor being the difficulty of obtaining good staff. The steps which have been and are being taken to integrate the MHA program with the programs for the MMSc are to be commended, and we urge that further moves in this direction be encouraged. We hope that this integration will result in the MHA program becoming bilingual.

(v) Related Activities

At Carleton University there are various related activities which need to be sorted out, and are now under study.

An Honours BA program in public administration is offered in the School of Public Administration, while a Bachelor of Commerce program is offered by the Department of Economics; as well as an Honours BA in economics. There would be obvious advantages in gathering together all administration and commerce courses in one location.

It has further been suggested to us that the University's School of Social Work belongs with this group. Although the School of Social Work has been in existence for 22 years, it appears to have operated quite independently of other units in the University. It has not even operated on the same dates as the rest of the University, making coordination of programs difficult if not impossible; although we were told its academic year would be made to conform with that of the University in future. It is not apparent to us that there is an overwhelming logic in merging the two Schools, but they might fit happily together. A recommendation on this point would not seem appropriate without a serious consideration of the whole university organization, so that alternative solutions could be explored.

(vi) Doctoral Programs

At the University of Ottawa the management faculty participate in the PhD program in economics. We understand there has been discussion of a doctoral degree in management, but no proposals so far as we know, have been put forward. We therefore made no serious inquiries in this area. Even without such inquiries it would seem evident that any such plan would be premature.

At Carleton we understand a PhD is offered in the Department of Political Science, and that occasionally one has been granted in the public administration area. This program was covered in the report of the consultants in political science, and we did not consider it as coming within our terms of reference.

(vii) Research

A good deal of the research in public administration about which we heard, was naturally in the nature of problem-solving for various government departments. This is fine and should be encouraged. We believe that, as some of the program and organization problems we have been discussing get straightened out, the Schools should develop broader research programs.

KINGSTON

Queen's

(i) The Kingston Environment

Although by no means in the wilderness, Kingston conveys to the visitor a feeling of detachment from the problems of urban spread and metropolitan pressures. This has reduced the demand for part-time studies and may also encourage somewhat different research patterns in such areas as marketing, where certain types of applied projects may be more difficult to conduct. This in turn might indicate that research in the business administration area could tend to involve more emphasis on basic theoretical research.

(ii) The School of Business

The title "School of Business" is not particularly descriptive. This is a full-fledged faculty, and has no intention of concentrating its efforts on management in the business community. Its graduates are meant to end up in teaching, in the government service and in other non-business sectors, as well as in business.

The School exhibits a somewhat independent stance with regard to the rest of the University. For example, cooperation between the school and the public administration program is limited.

Fortunately, however, relations are close and cordial with the University's strong Department of Economics (85 graduate students). The School and the Department share quarters in Dunning Hall. There is a considerable cross-registration of students, and some members of the School assist with thesis supervision in the Department's doctoral program; which should prove valuable experience if a doctoral program is established in the School.

The University has recognized the MBA as a professional degree and permits the School to admit candidates without review by the Faculty of Graduate Studies.

(iii) The MBA

A curriculum revision committee is now at work, but the MBA program can be expected to end up somewhere towards the middle of the management school spectrum; that is between professional problem-solving orientation and theoretical emphasis on underlying disciplines.

There are 36 full-time members now on the School's faculty, 15 part-time and three visiting. Plans call for an increase to 45 full-time.

The master's degree was first awarded in 1962. There are 165 students now in the program. An increase to 200 is contemplated, but without a specific large metropolitan area to service, there are no plans

to build up a larger program. Similarly in spite of high current demands for admission no growth (and, in fact, actually a slight reduction) is planned in the School's undergraduate program, which now stands at 700.

We have no argument with the School's plans and particularly commend its decision to limit registration in the interest of improving quality.

(iv) The MPA

A recently established degree of Master of Public Administration is offered in the University's School of Public Administration. A limit of 30 is placed on enrolment. The orientation is very much towards policy analysis, rather than administrative practice. There are said to be plenty of candidates, but a disappointing number of career public servants apply. It had been hoped that a third to one-half the students would be in mid-career, but only a handful have been attracted.

The School's Director is its only staff member. The emphasis is strongly interdisciplinary, and courses and seminars are conducted by members of a variety of departments.

An Executive Committee, chaired by the Director, is in charge of the program; the members being the Dean of Law and the heads of the Departments of Economics, Geography, History, Political Studies and Sociology. The Dean of the School of Business is on the main board to which the Executive Committee reports. Faculty members from the School of Business occasionally give seminars in the MPA program but students of the two Schools do not take any courses together.

This strongly policy analysis oriented program hardly seems to belong in the business administration-management sciences category - illustrating the trouble of imprecise titles.

(v) The Proposed Doctorate

Queen's has applied for permission to inaugurate a doctoral program. Planning for this program has already affected recruiting of faculty and can consequently be expected to influence other programs in the School towards research. The goal of the program is a 20 student steady-state. We believe that with the support of the economics department and in cooperation with the other doctoral programs in Ontario, the existing staff can successfully launch such a program.

The most serious problem will be to attract enough good candidates. Those who have planned the program seem to understand that, especially in the start-up phase, liberal graduate fellowships will be essential to attract these candidates.

If the arrangements for cooperation and for financial support are made, we recommend approval of the program.

HAMILTON-TORONTO

McMaster - Toronto - York

(i) Area of Opportunity

This area undoubtedly is one in which the most vigorous development in management education might have been expected. A great wealth of supporting academic talent in other disciplines has been available; the government of Canada's largest province is located there and, most important of all, a great concentration of industrial and financial activities provides a wonderful community-laboratory for management research and support. Until relatively recently, however, the universities have not taken advantage of these opportunities to develop outstanding management programs.

Toronto and McMaster are old well-established universities, but in management education moved to the graduate level but a short time ago. In recent years, they have been making up for lost time; and now are developing lively and promising programs.

On the other hand, York is an exciting example of what has been achieved in the development of new universities since the end of World War II. Its Faculty of Administrative Studies registered its first student in 1966, and now has a full-time faculty approaching 60, offering programs at the bachelor and the master's levels, and anxious to launch a doctoral program. The extremely rapid development has led to some stresses and tension, but what has been achieved in so short a time remains impressive.

We have then in the area three good schools of management, at a stage of early development as far as graduate programs go, but with respectable MBA programs and a variety of other interesting master-level ventures. Each of them is at the stage where thoughts naturally turn to offering doctoral degrees, and Toronto has actually started to do so.

(ii) The MBA

All three universities have thus far concentrated mainly on establishing sound MBA programs. The programs are of conventional design; a closely structured first year of "core" courses being followed by a year with more optional courses. Some opportunity to specialize is available, but these are essentially programs to develop generalists in management.

The Toronto program has a full-time enrolment of approximately 150 with, rather surprisingly, a somewhat smaller part-time registration. It should be pointed out that these figures do not include diploma candidates which, among the part-time students outnumber the MBA's. Its plans contemplate a doubling of full-time students and a rapid increase in part-time over the next five years.

In our opinion, this program is developing along sound lines. The faculty is weak in some areas, and we see the important objective for the future to be the building up of teaching and research staff to provide coverage of all basic areas in sufficient depth. There is still some important recruiting to do, and it would further strengthen the school if some of the additions have good managerial experience, as the present staff is perhaps light in this respect.

Toronto also has an undergraduate program in business and finance offering a bachelor degree. This is located in the Department of Political Economy, Faculty of Arts. In our opinion a move should be made to concentrate teaching of business-management in one place. Teaching an undergraduate commerce course in one faculty and graduate courses in another is against common sense. This has been demonstrated by the experience in other Canadian universities, where merging undergraduate and graduate programs in management has been strikingly successful; even when accomplished in the face of doubts and opposition.

This would benefit the master's and doctoral programs by moving them towards their high priority objective of greater depth in staff. It should certainly benefit the commerce program too. For one thing, it would facilitate staff recruitment, as today's doctoral graduates tend to be attracted to teaching at the graduate level; and it may be this fact which has led to an overly heavy reliance on part-time teachers in the Commerce program. In the second place, it should be possible to enrich the options in the undergraduate program.

Of the three universities in this area, we believe Toronto is in the best position, amidst the highly developed graduate programs in so many other disciplines, to emphasize research. In the interest of diversity, it is clearly desirable to have somewhat different emphases in each university; and Toronto leaning towards research with York concentrating more on the equally important professional aspects, might be logical.

At York the MBA program has a full-time enrolment of over 100 in each of its two years. There are no mathematical prerequisites to admission, but two streams are offered - one more highly quantitative than the other. The Faculty foresees a full-time enrolment of about 165, in each year, by 1978.

This appears to be a sound conventional type of MBA. More unusual is the size of the evening courses leading to the MBA, in which over 600 part-time students are taught. It is estimated that this will grow to nearly 900 by 1978. The popularity of this program may contribute to the general trend to a lower registration of students with business experience in daytime courses. If there is indeed a trend towards

mature students obtaining their MBA's through part-time study, this program is perhaps the most important contribution the Faculty of Administrative Studies can make. It should be strongly encouraged to concentrate on this good work.

The MBA program at McMaster now has approximately 150 full-time students, and double that number part-time. The small growth forecast for the next five years seems reasonable.

An important new development at McMaster is the launching of a cooperative MBA program in which two groups of students alternate between full-time study and work. Such programs have developed in a most promising way in other disciplines, but not in Ontario management schools. They are just the places, we believe, where such programs should be most appropriate. We recommend every encouragement and assistance be given to this pioneer effort.

In summary, we believe the MBA programs are developing soundly at all three schools.

(iii) Other Master's Level Programs

While energies at the master's level have been largely concentrated on the conventional MBA, other interesting projects have been undertaken.

At York considerable effort has gone into new ventures - such as, for example, the concentration in arts management and administration that is available in the MBA program. At various stages of discussion are programs for small business, and for several areas of non-profit management. The MPA program has not proved popular as a separate undertaking but is being continued in addition to the public administration stream in the MBA.

At McMaster a joint master's program is under discussion with the University's vigorous new Medical Faculty. This is expected to be a small program working up to 20 students by 1978. It goes beyond the customary Hospital Administration programs, being intended to embrace the whole field of health services.

The School of Hygiene, University of Toronto offers a Diploma in Hospital Administration which might in the future evolve into a master's level program.

(iv) Doctoral Programs

With the MBA programs at these schools reaching a stage of maturity, all three of them are anxious to move to the doctoral level. Toronto has actually done so; York has submitted a proposed program which is

awaiting approval; and has meantime enrolled three students on an ad hoc non-funded basis; while McMaster has plans for a program awaiting approval by its Senate. We recommend that all three universities be encouraged to proceed with their plans.

We support this dispersion of effort while recognizing that small programs have obvious disadvantages, as doctoral students should get important help through working with their peers. We give this support on the understanding this disadvantage will be off-set through the sort of cooperative efforts we have urged throughout our report. Toronto with its more mature program could provide the focus of cooperative efforts in the three schools.

We recommend that all three schools should initially aim at a steady-state of 30 students. This is similar to the five year plans of each of the schools. This target will obviously be reached much earlier at Toronto than at the other two schools.

Toronto's doctoral program is getting underway quite rapidly, the degree being offered in four areas - finance, marketing, business economics, and organizational behaviour. There are now 22 full-time and four part-time doctoral students. The faculty numbers 35 (28 FTE) with 29 doctorates.

At York, faculty has been struggling to get doctoral programs underway in the finance, marketing and behavioural areas and have just proposed additional programs in international business and comparative management and in management information systems. As noted, three doctoral candidates have already been admitted on a non-funded basis. The faculty would like to build up to 30 doctoral students by 1978. The School has a staff at present of 66 (64 full-time equivalent) of whom 50 have PhDs.

At McMaster a plan has been drafted for a PhD in the areas of accounting, marketing, management sciences and labour relations, but this has not yet obtained official university approval. The plan calls for ten students in the academic year 1976-77 and 20 in 1977-78.

At present there is a competent full-time faculty of 33 (20 PhDs) with plans to build to "at least 45", over the next three to five years. There appears to be a commendable determination to work closely with other strong departments in the University.

The doctoral plans of the three schools appear reasonable although some questions are raised by the recent statement on the PhD in administrative studies at York University. The program proposed seems to conform more closely to a professional doctorate than to a research degree. We feel that a clear decision should be made as to the objectives of the program rather than try to utilize a PhD program for multiple purposes. The addition of two areas of concentration beyond the three initially proposed raises serious questions concerning the size of the program. In the initial stages particularly there are not

likely to be an adequate number of students to populate the needed doctoral seminars. Furthermore, the cost in faculty time of manning five sets of seminars for a handful of students is too great even for a School as large as York.

(v) Research

Of all universities, McMaster, Toronto and York have probably the most to gain from the establishment of an inter-university research institute, because proximity facilitates such cooperative work, and Toronto would seem a logical location for an institute. It is recommended that explorations be undertaken to develop such an organization.

GUELPH-WATERLOO

Guelph - Waterloo - Wilfrid Laurier

(i) New Patterns of Development

Management education has developed in a very different pattern in this area from that of neighbouring Hamilton-Toronto. None of the three universities located here have developed MBA programs. Instead they have responded to what they perceive to be special needs, and have developed several programs with a character and flavour of their own.

To understand the nature of these programs and how they developed, requires a look at the backgrounds of the universities. All three are different and somewhat out of the conventional pattern.

(ii) Guelph

The University of Guelph received its current charter in 1964, and represented a merger of three colleges with well established reputations in agriculture, veterinary science and home economics. The resulting organizational structure was quite unconventional-consisting of seven colleges offering inter-related programs.

According to a recent report of the University's Committee on Academic Priorities, it is intended to limit growth of the student body to the 10,000 to 11,000 range; the present student body being 8,800. It is also intended to concentrate in teaching at the undergraduate level. Graduate programs are to be confined to areas in which the University has long traditions of competence. There is apparently no inclination to establish a school of business.

Sizeable undergraduate courses in business administration are however offered in the College of Arts, a Bachelor of Commerce degree is awarded in the School of Hotel and Food Administration, and various other management subjects are taught in other colleges.

The only graduate programs that are offered in the management area are an MSc in agribusiness and MSc in consumer studies. Both these programs are small, there being currently two students in the former and three in the latter. A modest increase is forseen to seven students in agribusiness and 9 in consumer studies by 1977. The University's announcements stress that these are intended to be flexible programs, more or less tailored to the needs of the individual student, and with close student-staff interaction. It is also claimed that the consumer studies program is unique in Canada.

In view of the special nature of these programs we approve of the relatively modest developments proposed.

At the doctoral level, no degree is now offered in any of the administrative and management areas surveyed by us. However it is proposed to admit one doctoral candidate in 1975, and an additional one in each of 1976 and 1977 in the area described as "agribusiness". A doctoral program is already being offered in agrieconomics with some options in agribusiness. We see no need for a new degree program since agrieconomics can encompass topics in agribusiness.

In spite of the primary emphasis on undergraduate education, the University appears to be anxious to encourage a high level of research work, and we feel this is reassuring with regard to the level of quality in its small graduate programs in the management area.

(iii) Waterloo

The management sciences program at the University of Waterloo has a distinctive character. It emerged and developed in the remarkable Faculty of Engineering which was established in this post World War II university. There are no plans to develop the full range of subjects that have become the conventional pattern for modern schools of business administration. There are no courses in such areas as accounting or marketing. The programs emphasize the areas of industrial psychology, applied economics and operations research. The lack of some of the conventional business offerings is compensated for to some extent, by the University's agreement with Wilfrid Laurier, under which students from one university may attend courses and use the library at the other. The two universities appear to have made considerable efforts to plan complementary rather than competing courses. Agreements provide for students at one university to take lectures and use library facilities at the other; and this year nearly 1,000 Waterloo students are registered for classes at Wilfrid Laurier although few of these are from the management sciences program. There are also 500 Wilfrid Laurier students registered at the University of Waterloo.

No attempt has therefore been made at Waterloo to cover the whole business-management spectrum. Rather there has been concentrated attention on the areas congenial to engineering. A high quality program concentrating on depth rather than breadth has resulted. Narrow but deep programs of this kind make a very important contribution to the spectrum of academic offerings.

A Department of Management Sciences was founded in 1968. It has built up a small, and apparently stable, enrolment at the master's level, full-time. A parallel part-time program is growing more rapidly, probably thanks to an imaginative itinerant program under which professors travel regularly to four points in western Ontario, to put on seminars and counsel students; thus enabling employed people to gain degrees by evening and off-day studies.

Only graduate degrees are offered in management sciences, but the Department's small staff participates in a large number of service courses, and assists with an undergraduate program in industrial engineering, is active in consulting work, and conducts an impressive program of research.

The master's degree offered is the MASc. It is a relatively small program, current registration being 41 full-time and 122 part-time candidates who come almost entirely from engineering and the applied sciences. There is naturally a high quantitative emphasis. This appears to be a well established and useful program.

There is at present a doctoral program with 11 full-time students, and seven part-time. The latter are usually working at the final thesis stage. While this may appear to be too small a group for an effective doctoral program, it seems to work well in this environment because of the association with the MASc students who, unlike MBAs, are also working toward research degrees.

To date, only five doctoral degrees have been awarded in management sciences, and the Department has not yet an established track record. In our opinion, this is an innovative and sensible program, which is certainly attractive enough to justify the relatively modest resources being allocated to it.

The full-time faculty now stands at 14 (12 PhDs). This number has been relatively stable since the establishment of the Department.

According to its latest submission, the Department estimates the following steady-state enrolment in its graduate programs: PhD 25 full-time and 4 part-time - MASc 50 full-time and 100 part-time. These appear to be reasonable targets to us.

(iv) Wilfrid Laurier

Wilfrid Laurier University is small and intends to remain so. A maximum enrolment target of 2,500 undergraduate and 500 graduate students has been announced.

The School of Business and Economics operates as a separate faculty of the University, and runs strong undergraduate programs offering the BA degree with Honours Business Administration or Honours Economics. These programs are intended to have a liberal arts flavour. Approximately 25% of the University's students are enrolled in them. It is not planned to let these programs grow larger; the emphasis is expected to be increasingly on quality. The students were enthusiastic about the program emphasizing the close relations between students and faculty. This appears to be a strong undergraduate program which should not be sacrificed for other new programs.

Cooperation with the neighbouring University of Waterloo is apparently close and cordial. The MASc program at that University is clearly very different in emphasis from the offerings in business administration at Wilfrid Laurier; and it seems the two universities seriously intend to avoid unnecessary duplication. There are some complaints from students that in a few cases the influx of students from Waterloo has led to large classes which sacrificed the close faculty-student relations at Wilfrid Laurier.

No graduate degrees are at present offered in the management area. It is planned, however, to introduce a part-time MBA program in September 1975 with a target of two "phases" that would have a steady-state enrolment of 30 each.

A relatively loosely structured program is contemplated, in contrast to the highly structured nature of the conventional MBA. The plan is to offer the courses in the evening in order to attract executives from small businesses, which is always the hardest kind of business to deal with effectively in management consulting or education; and which is chronically in need of help. It is also intended to recruit candidates locally, and presumably it will attract executives from secondary industry, which flourishes in this area, and in which the development of greater efficiency should be a matter of high priority in national planning.

There is a firm intention to accept only candidates with at least three years' experience in management. This is an attractive feature of the proposed program as it is one of the discouraging developments in most MBA programs that an increasing percentage of candidates are tending to apply immediately upon completing their undergraduate degree - thus losing the benefit of study after building up on-job experience.

We believe the School has a strong undergraduate program and a competent faculty which provide the conditions which make the offering of a program at the master's level feasible, but we have three serious reservations about the proposed program.

First, the program has little resemblance to an MBA program and, therefore, if any degree is given we believe it should not be the MBA. We know of no appropriate substitute and as the program stands we believe a diploma should be granted rather than a graduate degree.

Second, for some students there will be too little substantive content to justify the awarding of a degree. Although it is not called a part-time program, it is expected that most students will have, and keep, a full-time job. A maximum period of five years is proposed for each of the two "phases". The first phase is intended to cover the core subjects through regular evening courses. Some students would not be required to take any of these courses except business research methodology if previous educational background or work experience had covered the

equivalent material. This means that their program would be limited primarily to the second phase. The second phase consists of reading courses, twelve units of applied business and economic policy, and a research project. The research project is a basic and much emphasized part of the program; being intended to occupy over one-third of the students's efforts in the second phase. The result could be the awarding of a degree to a person primarily for the completion of a set of readings and the writing up of an experience in his business. There could be in such a situation minimal faculty contribution to the candidate's program which for the most part could be a self-study program.

Third, the research project raises significant issues. It is expected that in the usual case, the project will consist of a problem-solving endeavour in the firm for which the student is working. It is easy to imagine that this might be appealing to the student executive and to his employer. However, it seems to us to raise very serious difficulties in other quarters. From the University's point of view, there would surely be worries about maintaining quality control. It would be hard, in such situations, to distinguish clearly the contributions the student makes from those of his colleagues, who might be either helpful or handicapping. From the point of view of members of faculty, proper supervision will impose a very heavy workload, which would in effect be rather like unpaid management consulting. From the point of view of the government, it would seem that they would be being invited to subsidize bright and ambitious managers in solving their company's problems and improving their own management skills. The problems pointed out above would not be serious where the research project was a minor part of the program as it is in some MBA programs. But in the proposed program it will frequently be the single most important requirement for a candidate equivalent to a thesis requirement in traditional master's programs.

We believe these reservations are serious enough to outweigh the genuinely attractive features of the proposed program. The proposed program should be thoroughly reassessed.

(v) Lines of Future Development

We believe all three universities should continue to develop programs appropriate to their principal interests. If an MBA program becomes necessary in this area, it should be started in cooperation with an existing nearby MBA program so that the design of the program is not constrained by the small number of students or available faculty. It is logical for Wilfrid Laurier to spearhead the development of such a program but they should work with the other schools in the area on a cooperative basis. There should be only one MBA program in the Waterloo area. It should not be the exclusive domain of one school. Both Guelph and Waterloo could provide valuable contributions in the planning and operation of such a program but their roles should be ascertained before the program is approved.

LONDON

Western Ontario

(i) The MBA

The University of Western Ontario has the largest full-time graduate program in business administration in the country. It was Canada's first MBA course (established in 1948), and it has maintained a position of leadership. It has admirable physical facilities and an outstanding business library.

The flavour of this School of Business Administration is strongly professional. Its announcements proclaim an interest in the solution of practical management problems rather than theoretical issues. The program is highly structured requiring a heavy in-class work load on students. The case study method is heavily relied upon; and in this and every other way, the School has kept close to the Harvard traditions in which its founders were trained. Literature from the School keeps referring to its prime orientation to teaching, rather than to research, and also to the importance of producing generalists in management rather than specialists or technicians.

The present full-time MBA enrolment is 458, and the plans to 1978 do not contemplate more than a 10% increase in this figure. There is no significant part-time enrolment; nor is any apparently planned.

The decision to hold full-time enrolment to about 500 and to refrain from entering the part-time field seems a sensible one to us.

(ii) Executive Development

The School has been a leader in executive development programs. Its summer courses, conferences and seminars for executives have had a long and successful history. Executive development fits naturally into the philosophy of the school and deserves continuing emphasis.

(iii) The Doctoral Program

A doctoral program was inaugurated in 1960 with the assistance of a grant from the Ford Foundation. So far 19 students have received the PhD and all of these are now teaching, with the exception of one of last year's graduates, who is in the government service. The quality of the program is good but it has not developed the reputation for excellence of the MBA program. The present staff presumably have been largely recruited for the highly structured professionally oriented program. A faculty capable of mounting an outstanding research and discipline oriented PhD program must be very different. We feel that the two programs are divisive rather than supportive and the further development of the PhD

program will tend to affect adversely the MBA program without achieving distinction at the doctoral level.

On the other hand we see a need for one strong professional doctoral program in Canada and Western is the logical school for such an endeavour. A professional doctoral program in management could build on the excellence of the present MBA and the two programs together with the other professional programs could lead to a distinctive reputation for the School in the field of professional management education.

Graduates of a professional doctoral program would be able to serve in both teaching and management positions and indeed they might move between these positions. We hope and expect that moves of this kind will be more common in the future. Many management programs have need for teachers who are management oriented but few such people are available today.

Although we feel that the present PhD program is adequate and the future plan for modest expansion to a steady state enrolment of 30 is within the capability of the School, we strongly urge Western to give serious consideration to replacing the PhD program with a high quality professional doctoral program in management.

(iv) The Attractions of Independence versus Integration

The very success of business teaching at Western has inevitably meant that a strong independent School has been developed, with almost a separatist attitude to other sections of the University. It has strong financing through its Fund for Excellence, which gives it important resources for student aid, research assistance and other requirements. While such independence can be a crucial advantage in developmental stages, it has its drawbacks, specially for strongly interdisciplinary programs - as independence is a two-way business.

Management skills are increasingly appreciated in most schools and faculties of the university - and one of the real opportunities (and responsibilities) of business schools is to cooperate in developing the good management courses required in other parts of the university. It is crucial, in attempting to do this, not to look on students taught outside the business school as inferior. This might suggest reconsideration of the policy set out in a recent report prepared for ACAP under the title PLANS: 1973-1978, in the following terms "The established Programs - BA, MBA and PhD - come first and service course development will be pursued only to the extent that it complements the existing programs". This is of course exactly what the customer is all too likely to assume in such cases, and we believe the School may be missing not only an opportunity for service, but an opportunity to develop mutually beneficial cooperative activities. In the same document, the

School lists as one of its four main objects for the future as "increased interaction with other professional schools". This is of course admirable, but it will require just as scrupulous attention to service courses as to those in the School's own programs.

(v) Master of Public Administration

A program for the degree of Master in Public Administration is under consideration with a tentative starting date of 1975. This would be in the Department of Political Science which is in the Faculty of Arts. This program would apparently be aimed primarily at municipal government.

In a planning memo submitted to ACAP in December 1973, there is reference to the fact that the Department will "be able to draw upon the substantial resources of other departments such as Geography and Economics" - which would seem to imply no great expectations of drawing upon the resources of the School of Business Administration.

In the planning memo referred to above, this is described as a "possible" program. We did not discuss this course, but, from the planning memo, it would seem this would be an MPA well over on the policy analysis end of the public administration spectrum, and we cannot help wondering whether this is really what is required at the municipal level. In any event, if it is decided to proceed with an MPA degree program, we strongly recommend that the School of Business Administration be involved.

WINDSOR

University of Windsor

(i) The Border Location

The special flavour of the University of Windsor is derived from its location, a few minutes by car from Detroit. This should provide a unique opportunity for working with neighbouring universities in that city; and we believe some attempts are being made to take advantage of this.

(ii) The Faculty of Business Administration

This was one of the smaller universities we visited; student enrolment being in the neighbourhood of 5,500. Business administration is an important section of the University accounting for almost 20% of the student body. When a division of the Faculty of Arts and Science into three new faculties, which is now in process, is completed, business administration will become the second largest faculty on campus.

(iii) The MBA

An MBA is offered. This consists of a qualifying year and a master's year, which includes a compulsory term paper. At present there is a registration of 55 in the final year and 33 in the qualifying year. There is also a small part-time program which appears to be declining in numbers.

There is a large undergraduate program - 765 full-time and 400 part-time for the B Comm degree. There is also an interesting special B Comm in which bachelors from other faculties may obtain a B Comm by covering, in three semesters, the core of business courses required in the regular B Comm program.

(iv) Teaching Staff

There are at present 22 full-time academic staff (11 PhDs). They have heavy teaching loads, and four new slots are to be filled. There seems little doubt that the faculty is understaffed. One consequence of this is that research has suffered. We found it impressive that, in these circumstances, the students to whom we spoke emphasized that they had found the teaching staff accessible. And this was one of the features of their programs in which they took most satisfaction.

(v) Satellite Operations

The Faculty does some teaching at Chatham. Such operations are small at present, but indicate another direction in which services might be extended.

(vi) Summary

The one graduate program in business administration, run by the University (the MBA) appears to be under control at present but the projected growth from 79 in 1973/74 to 200 by 1978 may be excessive in view of available staff and likely difficulty in recruiting an adequate number of qualified students. The required lines of future development seem clear enough. The Faculty has a job of consolidation to do to strengthen itself by more depth in some areas, and to develop a sound program of seminars and refresher courses for executives in mid-career, to strengthen relations with the University's community in all sectors; and to develop research work.

ANNEX I TO APPENDIX A

THE DBA AND WESTERN ONTARIO

In the discussion which follows we shall first discuss the nature of a DBA program and a PhD program in management as we see it. Some characteristics of Western Ontario relevant to this issue will then be discussed. Finally, the rationale for a recommendation that Western develop their program as a DBA will be presented.

The PhD degree is a research degree characterized by a high level of specialization grounded in a basic discipline. In an applied field like management this means that a candidate must develop a strong research base in a discipline such as economics or psychology. To achieve this result a PhD program in management must rely upon strong doctoral programs in these fields for adequate building of the research foundation.

In contrast a DBA is a professional degree which requires breadth of knowledge of management both in theory and practice. Research is not necessarily on the frontiers of knowledge but may pertain to the study of existing knowledge as it is applied to management problems. The emphasis is on relevance rather than originality. This degree builds on the base provided by the MBA whereas the PhD is better based upon a degree in a basic discipline.

The DBA is a better preparation for teaching undergraduates and MBAs in the majority of schools where the emphasis is on teaching rather than research. The DBA has the breadth of knowledge of management which enables him to integrate the materials in his courses with those of his colleagues. The demand for people who can do an excellent job of teaching at the undergraduate and MBA levels is undoubtedly greater than the demand for research oriented specialists. Although at the present time there does not appear to be a strong demand for DBAs in Canada outside of the academic market, it is expected that this will develop first in consulting and government and later in industry. Ontario must anticipate this demand by providing at least one school which has developed an excellent professional doctorate in management.

The school at Western Ontario has certain characteristics which make it the logical place for such a development. It has a long history as a professionally oriented school with a strong faculty in management and excellent relations with practicing managers. It has an excellent MBA program with a tradition of emphasis on good teaching. It is somewhat isolated from the rest of the university and does not have a tradition of close relationships with the basic disciplines. The current doctoral program has placed great emphasis upon training management teachers and graduates of the program for the most part have taken positions in institutions emphasizing teaching and some have moved rather quickly into academic administration.

The development of an outstanding DBA program at Western Ontario is an opportunity which they should welcome. It will have a synergistic effect with the MBA program which should lead to the improvement of both programs rather than creating internal conflicts by trying to simultaneously offer a professionally oriented MBA and an academic doctorate. All faculty can take an active part in the DBA rather than creating a split between the professionally oriented faculty and the research faculty. The professional doctorate and the related applied research should provide strengthened ties to the managerial community. The program can be larger than would be true of a PhD due to greater potential demand, lower resource commitment because it can build on the MBA, and more likely outside financial support.

A DBA program as a professional program should come under much less control by the graduate division and other faculties than is necessary for a PhD program. Different criteria are needed for admission decisions, programs are best determined by the management faculty, and dissertation research should not be judged by faculty in other disciplines on the same basis as applied in their fields.

Nothing in the recommendation for a DBA should be construed as a degradation of that degree. It is not an inferior degree but rather a superior way of achieving a different objective. It is predicted that in ten years the average DBA will have a higher salary, and greater demand for his services than will the average PhD. If the program is well conceived and candidates are chosen carefully, it will become a model for Canada and enjoy a unique position which no PhD program can hope to achieve.

O.M. Solandt
J.T. Wheeler

May, 1975

APPENDIX B

RESPONSE OF THE DISCIPLINE GROUP

COMMENTS OF THE
ADMINISTRATION, BUSINESS AND MANAGEMENT SCIENCE
DISCIPLINE GROUP

1. In the main, the Discipline Group finds that it can live with the general thrust of the recommendations set out in the consultants report. Indeed, some parts of the report were very welcome, particularly the emphasis placed on the need for more graduate management education provided sufficient resources are forthcoming.

2. While concurring with the thrust of the main recommendations, the members of the Discipline Group have many different qualifications and reservations about particular recommendations growing out of their diverse circumstances.

3. The following comments represent some of these crosscurrents, caveats and misgivings [in order of listed recommendations (p7) not significance]:

   3.1 professional management programs should not be exclusively at the graduate level in the Canadian context although such a tendency or emphasis has much to be said for it. (rec. 2) At the same time, inadequately financed unrestricted growth of undergraduate teaching should not be allowed to dilute graduate instruction.

   3.2 there is serious doubt that a centralized approach to handling MBA admissions is either necessary or advisable at this stage of development of programs. (rec. 4)

   3.3 note should be taken of certain inconsistencies in the report (e.g. diversity is commended on the one hand and departures from conventional patterns are warned against, on the other).

   3.4 there is some question about the advisability and feasibility of using "satellite" arrangements for opening new MBA programs.

   3.5 assuming there are to be some new PhD programs, there is a willingness to explore collaborative arrangements especially among the proposed Toronto area doctoral programs (in the sense of shared seminars, thesis examiners and committee members and access to facilities). BUT there are concerns about the formalities and workability of the arrangements. One ought not to expect too much, push too far without the costs of coordination exceeding the benefits to be gained.

   3.6 while uncertainty exists about the nature of the inter-university research institute, exploration may lead to some extensions of existing initiatives [research forums, specialized area group meetings, individual research and teaching cooperation and so on (rec. 24)].

4. Whatever expansion of doctoral and master's level work is undertaken as events unfold and financing becomes clearer, special heed should be given to the admonitions about realistic provision of resources to this field. The societal and university needs cannot be served at the present levels of funding, by further dilution nor by magic or exhortation. It is impossible to comprehend a system which is upbraided for its use of foreign-born faculty at the very time it is being starved for resources

for adequate graduate work. (Domestic supply of PhDs in this field in 1974 was seven.) This is true even though one may wish to be cautious about demand and supply conditions for doctorates over time.

A P P E N D I X C

UNIVERSITY COMMENTS

Comments appear from Carleton, Guelph, McMaster, Ottawa, Queen's, Toronto, Waterloo, Western Ontario, Wilfrid Laurier, Windsor and York.

CARLETON UNIVERSITY

RESPONSE TO THE ACAP CONSULTANTS' REPORT ON ADMINISTRATION AND MANAGEMENT DISCIPLINE

The ACAP consultants' report makes a number of general recommendations concerning Carleton University. While our comments will indicate some difference of opinion with the consultants, we find the general thrust of their suggestions to be sensible. We have profited from the ACAP process because it has coincided with major changes made in our Public Administration programs during the past three years and with a current evaluation of the organization of administrative studies at Carleton.

1. Cooperation with the University of Ottawa.

We agree with the objective of developing cooperative relationships with the University of Ottawa in the general area of administrative studies. Such cooperation is already evident in the joint program in public administration (see attached program). We will give the highest priority to this program which we are committed to beginning in the fall of 1975.

2. Relationships with the Public Service.

We also fully agree that the federal government ought to utilize the resources of the two universities for university-level courses given to public servants. Our programs have been developed in part to cater to these needs. Thus, we wish to cooperate with the public service and make our programs professionally relevant, while maintaining and enhancing their academic quality. We also seek to develop our programs to challenge governments and foster reform. We will also continue to offer our programs to public servants and students whose interests rest with the provincial and urban levels of government, and with the relationships between the public and private sectors in Canada.

3. The Objectives of Public Administration Programs.

We are concerned that the consultants seem to be very reluctant to support the legitimacy and desirability of developing a public administration

program whose objective is to balance public policy and management. This has been the objective of the current Carleton Public Administration M.A. program. The consultants' treatment of public administration programs (as opposed to business programs) in the report is inconsistent and unclear. The Queen's program in public administration is virtually ignored and the relevance of existing M.B.A. programs for public sector management is scarcely examined. We will pursue our objective of developing a public administration program that balances public policy and management. We believe that such balance is essential if the unique features of public sector concerns are to be adequately treated.

We do agree with the consultants that the appropriate balance has not yet been adequately achieved and that a larger faculty base will be needed. We will build up this base over the next few years both in conjunction with a planned reorganization of administrative studies within Carleton, and through the joint program with the University of Ottawa.

4. The Acceptance of M.P.A. Degrees.

We believe that failure to give recognition to M.P.A. degrees by government recruiters is a general issue which affects all M.P.A. programs in Canada. It undoubtedly reflects a lack of information in government recruiting circles. It is also a function of the newness of virtually all M.P.A. programs. We believe that the M.P.A. degree will be better known and established over the next five years, especially if it balances a management component with policy and decision-making. Approaches have also been made to government recruiting agencies through the national Committee of Schools and Programs in Public Administration to improve communication and knowledge about M.P.A. programs. Finally, we are fully confident that the joint Ottawa-Carleton program will do much to enhance and establish the degree by giving it greater visibility.

5. M.B.A. Programs and the Rationalization of Administrative Studies.

Regarding an M.B.A. program, the consultants suggest that Carleton should not divert its attention from the task of "sorting out and rationalizing

some of the small programs now being offered" (p. A55) and that when we do consider an M.B.A. "it be designed to avoid overlapping with the University of Ottawa's M.M.Sc., preferably as a joint program."

We do not see the rationalization of current smaller programs (graduate and undergraduate) as being easily separated from the creation of a co-ordinated program in Administrative Studies. We envisage the creation of such a program during the next five years as an integral part of the reorganized administrative studies program at Carleton. This, of course, does not preclude the strong likelihood and desirability of cooperation with the University of Ottawa.

UNIVERSITY OF GUELPH

Comments on Report of Consultants

Administration, Business, and Management Science

Planning Assessment

The consultants (pages A31, 32) have accurately depicted the work at Guelph included in this planning assessment. The references at the top of page A32 to "pressures" for expansion may reflect expressions of such interest by students. But neither the faculty involved, nor the university administration, have any intention of becoming involved in other than the growth and development of the present two programs -- in agribusiness and in consumer studies. Indeed, we share the consultants' concern to maintain a balanced and proper relationship between undergraduate and truly graduate work in business administration by slowing the rate of growth of the MBA programs.

The paragraph at the top of page A66 may represent a misapprehension on one point, on another it is desirable to bring the record up to date. With regard to the latter it should be noted that the University does not now plan to expand its work in agribusiness before 1978 at the earliest. Table 4 on page A 52 should be amended accordingly. At such time as

doctoral work is offered in that field, it will not be a new program, it will represent simply the logical step by which Ph.D. thesis research may be carried out in agribusiness - - as a "field" in the doctoral program in agricultural economics, not as a new "program".

Concluding their statement on the Guelph-Waterloo region, the consultants (bottom of page A69) suggest the possibility of Guelph's contributing in some way to the Wilfrid Laurier proposed MBA program. The University of Guelph does possess strength in the fields of marketing and general quantitative analysis. We are always prepared to discuss with sister universities the possibility of cooperation at the graduate level. We shall, therefore, be ready at any time to embark upon the kinds of discussions contemplated by the consultants.

In conclusion, the University of Guelph asserts its satisfaction with the report of the consultants; we believe it will provide a useful framework for graduate development in the fields which have been surveyed. We share with our sister universities, especially McGill University, the sense of loss occasioned by the death of Professor Howard Ross who contributed so much, not only to the present report, but also to the report of the Bladen Commission in 1965.

*****

C-6

RESPONSE

to the

CONSULTANTS' REPORT

on

GRADUATE PROGRAMMES AT ONTARIO UNIVERSITIES IN ADMINISTRATION, BUSINESS AND MANAGEMENT SCIENCE

by

McMaster University

Hamilton
Ontario

December, 1974

McMaster University is in full agreement with the ACAP Consultants' Report on Graduate Programmes at Ontario Universities in Administration, Business, and Management Science. The report succinctly identifies the major issues confronting Ontario University Faculties and Schools of Business and Administration in general, and McMaster's Faculty of Business in particular. These major issues are:

1) The direction of development and the future role of management education at Ontario universities;

2) The orientation and function of undergraduate university programmes in business and management;

3) The relation between undergraduate and master's level university programmes in business and management;

4) The resource requirements associated with the development of Ph.D. programmes in management at Ontario universities;

5) The need for and the role of continuing education at Ontario universities.

McMaster University's position on each of these issues is outlined below.

Direction of Development in Management Education

The objectives of McMaster's Faculty of Business are:

(1) to remain a comparatively small academically oriented Faculty;

(2) to concentrate on the development of research while maintaining the current emphasis on high quality teaching in management;

(3) to concentrate on graduate education in management; and

(4) to develop a small, academically oriented Ph.D. programme in management.

These objectives of the Faculty are essentially consistent with the ACAP Consultants' recommendations with respect to directions of development in management education in Ontario. Active internal planning is now going on within McMaster to see to what extent these aspirations of the Faculty of Business can be realized in the context of the very severe financial constraints now imposed on Ontario's universities. The University's overall commitment to carrying on graduate work and research on a level well above minimal standards of performance means that we shall proceed with Ph.D. work in Management only if we can provide sufficient resources to do it well. The decision whether to proceed will be made in the near future.

Undergraduate Programmes in Management

The ACAP Consultants' concerns regarding the impact of burgeoning undergraduate programmes on the quality of graduate programmes in management are amply supported by the experience at McMaster. The University agrees that these two levels of programmes currently exhibit some duplication with respect to both objectives and course offerings. McMaster is not prepared to solve this problem merely by imposing limitations on enrollment in its undergraduate Commerce programme. The University does, however, intend to give consideration to the Consultants' suggestion that undergraduate programmes in management be converted into pre-professional

programmes designed to accomplish two major objectives: (1) to prepare undergraduate students for entry into a two-year MBA programme; and (2) to provide those undergraduate students who do not wish or who cannot gain admission to an MBA programme with a general preparation for careers in business, administration, or engineering management.

Master's Programmes in Management

McMaster University intends to continue to maintain an academic orientation in its graduate management programmes. In addition, the University intends to continue to provide a selection of programmes aimed at meeting the needs of various categories of prospective students. Consistent with those intentions, the University's full-time MBA programme is currently complemented by a strong part-time programme and by a work-study programme. Furthermore, and consistent with the same intentions, the University fully supports the ACAP Consultants' recommendations with respect to the proposed programme in Health Administration. We had hoped to begin this well thought out and socially desirable programme in 1975-76 but because of financial inability, at this point, to make a necessary senior appointment we are delaying for one year in the hope that we can proceed by 1976-77. McMaster is in agreement, also, with the Consultants' position as regards the need to maintain and further develop the distinctiveness of the MBA degree. This agreement is demonstrated in the Faculty's intention to consider converting its undergraduate Commerce programme into a pre-professional programme.

Ph.D. Programme in Management

As indicated above, McMaster University is considering whether to send forward its proposed Ph.D. programme in management for appraisal by OCGS. Without unduly anticipating the outcome of this internal and external deliberation, the University nevertheless is prepared to express its agreement with the ACAP Consultants' recommendations regarding cooperation with the University of Toronto and York University in the formulation of its Ph.D. programme. Also, McMaster University supports the Consultants' concept of cooperation at the faculty and course level while leaving each University free to develop its own distinctive Ph.D. programme. On this basis, the three Universities would be in a position significantly to alleviate shortages of faculty resources without unduly homogenizing the output of Ph.D. candidates.

With respect to library resources, the situation at McMaster is not so gloomy as the Consultants' report indicates, particularly as regards library holdings in management science and marketing. Furthermore, the excellent Interlibrary Loan System in Ontario greatly facilitates sharing of university library resources.

McMaster University hopes, then, to be able to give substantive support to the Consultants' position regarding the need for additional Ph.D. programmes in Ontario. We recognize that Canadian universities have at least a moral obligation to move toward self-sufficiency as regards the supply of trained faculty members. On the other hand,

Ph.D. programmes cannot merely be added to the already rapidly growing array of undergraduate and graduate programmes in management. The University, therefore, feels acutely the Consultants' recommendations regarding both the need for adequate funding in the development of graduate programmes. This involves us now in a serious reconsideration of the role and function of undergraduate programmes in management.

Continuing Education in Management

Though McMaster University does not currently have a Management Development programme, we agree with the Consultants' position on this matter. McMaster has been prevented from pursuing the obvious opportunities and needs for continuing education in its surrounding industrial community by its inability to keep pace with the faculty resource requirements of its existing undergraduate and graduate programmes. Pending the outcome of considerations regarding a reorganization of the undergraduate programme in management, the University intends to develop a small Management Development programme aimed specifically at meeting university level needs for continuing education in both business and labour management groups.

Priorities

McMaster University has not yet, through Senate, decided officially whether it is in agreement with the Consultants' position as regards the priority of graduate programmes in management over undergraduate ones. To this date we have not had to assign priorities among our programmes in management. Our graduate

programmes have commanded most of its resources. The recent pressure, however, from rapidly growing undergraduate programmes, combined with the wish of the University's Faculty of Business to remain comparatively small, may well now force such an assignment of priorities.

The relative priority of the various Master's programmes offered by the University is difficult to establish. The work-study programme is still in its experimental stages, and it would be somewhat premature to pass judgment on its importance either to the University or to the students. Similarly, the mere fact that the MBA(Health Services) programme is as yet in the proposal stage is not adequate grounds for assigning it a low priority. The immediate problem here is the University's current financial inability to make a senior level appointment.

For several years the Faculty of Business at McMaster, with strong University backing, has been building up a research capacity as the basis for a small but high-quality doctoral programme. The University's graduate and research achievements in the Science and Engineering disciplines, in several Humanities disciplines, in a small number of Social Sciences disciplines, and, increasingly, in Health Sciences means that there is a very strong graduate school milieu within which our current planning of Ph.D. work in management is taking place. In the near future we shall decide whether we can take this additional important step.

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CABINET DU RECTEUR

OFFICE OF THE RECTOR

December 19, 1974

Dr. M.A. Preston,
Executive Vice-Chairman,
Advisory Committee on Academic Planning,
Ontario Council on Graduate Studies,
Council of Ontario Universities,
130 St. George Street, Suite 8039,
TORONTO, Ontario. M5S 2T4

Dear Dr. Preston,

This is a reply to your request for the University's comments on the A.C.A.P. consultants' report on graduate studies in Administration, Business and Management Science.

We found the report interesting and informative and find no significant points with which we would wish to take issue.

We were particularly interested in the consultants' comments on the name of the degree we give and in their suggestion (p. A28) that "... consideration should be given to granting the MBA at that university instead of the MMSc.". This matter has, in fact, recently been under discussion among the professors directly concerned with the programme. The Faculty is examining very carefully all the implications of such a change. As three different options already exist within the M.M.Sc. programme, namely Business Administration, Public Administration and Operations Research, one possible development might be to offer the three degrees: M.B.A., M.P.A. and M.M.Science (singular). The Faculty proposes to study this question more closely before recommending a specific change.

We were very pleased that the consultants appreciated the significance of the bilingual nature of our master's programme. The Faculty of Management Sciences is one of the most fully bilingual faculties of the University of Ottawa. At present, all compulsory courses and the vast majority of optional courses are offered in both languages in the Master of Management Sciences programme as well as in all undergraduate programmes. Unfortunately, it has hitherto only been possible to offer the Master of Health Administration in English.

Although we realize that bilingualism is expensive and complicated, we consider it one of our major objectives. We have been successful in recruiting a number of well qualified bilingual professors and although it is not an easy matter, it is expected that, with adequate resources, we can continue to maintain a strong bilingual faculty.

We are sure that A.C.A.P. will understand that the bilingual nature of our programmes can complicate to some extent arrangements for co-operation with Carleton or other Ontario Universities.

During the past fifteen months we have been engaged in discussions with Carleton University and the Federal Government concerning a joint graduate programme in Public Administration. Progress has so far been slow, partly because of marked differences between the programmes at the two universities and partly because of the lack of a firm commitment from the Federal Government. The first of these difficulties is being solved in the course of regular meetings between representatives of the two Universities. It is hoped that the Government will shortly make known more clearly its precise needs in this regard. At the moment we are inclined to believe that the outcome of our discussions with the Government may be more modest than what was expected at the time of the consultants' visit.

Since the consultants devote considerable space to a discussion of the place of doctoral programmes, it seems appropriate to mention here that although we have no plans for any immediate introduction of a doctoral programme, we think that a Ph.D. is both desirable and possible on a medium-term basis at Ottawa.

We appreciate the "magnitude and difficulties of the undertaking" (page A33) but we believe that, as long as resources are available and a reasonable need can be proved, a Ph.D. programme should be a normal development.

On the basis of the academic staff which we have been able to attract up to now, we have very good reasons to believe that resources will be available. As far as the need is concerned, only the future will give us a clear answer but the present general need in the province and the almost unlimited needs of the Federal Government for well qualified people lead us to believe that the establishment of a doctoral programme will be desirable.

Yours sincerely,

Roger Guindon, O.M.I.,
Rector.

SCHOOL OF GRADUATE STUDIES
AND RESEARCH

Queen's University
Kingston, Canada.
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Tel. 613 547-6100

December 30, 1974

Dr. M.A. Preston
Executive Vice-Chairman
Advisory Committee on Academic Planning
Council of Ontario Universities
130 St. George Street, Suite 8039
Toronto, Ontario M5S 2T4

Dear Dr. Preston:

Re: Queen's Comments on the ACAP Consultants' Report on Administration, Business and Management Science

The Consultants' Report has been carefully studied and as far as it affects the Queen's School of Business, namely in Business and Management Science, it is considered a satisfactory and useful report.

However, it is regretted that Queen's cannot accept this Report as an appropriate base for planning in the Public Administration field. We find, as the Consultants say on page A1 "that other conclusions might well have resulted from a more intensive study". We believe that the Consultants' time, expertise and interests did not allow them adequately to assess and report on Public Administration programs, especially the policy-oriented ones.

Yours sincerely,

R. McIntosh
Dean

UNIVERSITY OF TORONTO
School of Graduate Studies

OFFICE OF THE DEAN

Toronto, Canada M5S 1A1

December 20, 1974

Dr. M.A. Preston,
Executive Vice-Chairman,
Council of Ontario Universities,
#8039,
Robarts Library,
130 St. George Street.

Dear Dr. Preston,

The consultants' report to ACAP on graduate programs in Administration, Business, and Management Science makes a convincing case for expansion and upgrading of graduate work in Ontario in this discipline. Management studies are important both in themselves and as necessary components of other university programs. Development in this area in Ontario has, in the past, been slow. The consultants state that no Ontario university now offers a first-class doctoral program, so that many of our best undergraduate students must go to the top American schools for management training, while high-quality faculty for our management programs, and highly trained personnel for Ontario businesses, must often be recruited from among the graduates of the best United States schools. Graduate management education has indeed been an under-developed area in universities not only in Ontario but also across Canada. It appears that considerable demand still exists, both inside and outside Canadian universities, for Canadian-trained graduates of good post-bachelor business programs.

However, some serious questions are raised by the recommendation of a rapid expansion of graduate work in management - a number of new MBA programs envisaged (page A7, recommendation 8), and three new doctoral programs to begin shortly, for a total of five doctoral programs (4 Ph.D. and 1 DBA) in the province. Are we in danger of overreacting to the present need for more management graduates, and of developing too many new programs too quickly, especially at the doctoral level ?

Will the market become oversupplied a few years from now with holders of graduate degrees in this field ? At the MBA level, existing programs are already expanding rapidly (page A4 of the report) and may soon be producing all the MBA graduates that the market will take. At the doctoral level, a jump from two to five provincial programs immediately seems quite excessive.

Doctoral management programs are particularly expensive to develop, in terms of the time involved in their planning and development, the costs of the necessary personnel and equipment, student support, faculty salaries which must be fairly competitive with what business itself can offer, and so on. First-class doctoral programs, which the consultants rightly wish to see developed in Ontario, will be particularly expensive. If three new doctoral programs are to begin in Ontario within the next few years, development costs on a province-wide basis will be extremely high. The present financial situation of Ontario universities is such that the funds required for a total of five provincial doctoral programs will preclude the possibility of a major financial investment being made in any one of the five programs. First-class students will also be dispersed thinly among a number of programs and field concentrations. Furthermore, given the lack of Canadian-trained Ph.D.'s in management, faculty for the new programs will have to be recruited largely from the United States (see page A34). When the first of the doctoral graduates from the new programs are ready for jobs, the five provincial programs may themselves have fewer faculty places left to be filled. The market outside the Ontario university system may suddenly be receiving most of the total of five provincial doctoral programs.

The expansion recommended in the report thus may well leave Ontario by the end of the decade with a network of doctoral management programs, none of which are outstanding, with fewer places in universities for trained doctoral graduates, while the best undergraduates continue to go to, and the best business personnel and academic faculty continue to come from, first-class American schools of management. No doubt the picture presented here could be overdrawn, but our experience with some programs in the past decade cautions against lagged over-responses to current shortages and the concomitant difficulty of developing some outstanding programs.

The consultants themselves recognized many of these potential problems (see, for example, pages A5, A23, A33-34), but apparently did not feel, though no reasons are given for this, that they could advocate limiting the number of new graduate programs to be funded (page A36). Indeed, they recommend not only that nearly all proposed new programs be approved but also that these programs be mainly general rather than specialized programs, offering the full or nearly-full range of options possible within management studies. The proposal for general management programs makes sense in its own right, but in the context of many programs it removes one way of realizing some division of labour between them. The inevitable competition between such programs, both for funds and for good-quality students, has been almost entirely ignored or dismissed by the consultants, as, for example, on page A34. Competition in itself can be a useful spur, but if it takes place within an over-expanded framework of provincial programs it could lead to financial and academic waste through under-development of one or two weaker programs or the watering-down of all provincial programs.

Given the need for expansion in Ontario of graduate studies in management, but also the danger of over-expansion acknowledged by the consultants, the wise course would seem to be to opt for a slower development than that recommended by the consultants: for example, perhaps only the expansion of existing MBA programs, and the start of one new doctoral program, within the next three years. The results of such expansion, in terms both of costs and of probable demand for graduates, could then be studied before further development was undertaken. Problems such as financing, student quality, and staffing would not be as acute as in the case of simultaneous development of three new doctoral programs and some new MBA programs while existing programs also continue to expand.

The consultants have tried to get around the problems which would result from the simultaneous development of all the new graduate programs they recommend by setting forth a condition (see, for example, pages A36-37, A39) that such development can take place only if the Ontario universities co-operate extensively with one another. However, the report provides no mechanisms for ensuring that co-operation will in fact take place between the separate faculties and universities involved. As in some other ACAP assessments, the consultants do not seem to have given much thought to the geographical problems,

financial costs, and administrative problems involved in arranging joint seminars and examinations, staff-sharing, and so forth (see, for example, pages A39-41) between financially and academically independent institutions some distances apart. The essential condition laid down by the consultants to justify the number of programs they propose may be unrealiseable as matters now stand. Other things being equal, it may be particularly difficult to get a high degree of co-operation between universities which have similar research-oriented doctoral programs, as compared with situations where both professional and research-oriented programs exist.

I was sorry to note the absence of two studies in the report. It does not attempt to estimate demand for MBA and Ph.D. graduates in management (pages A24, A34) though in professional areas some broad estimates may be more reliable than in others, and indeed in the field of management have been made for some time now in the United States. Also, there is no systematic attempt to compare the quality of existing programs or of those proposed. The absence of systematic comments on these admittedly difficult matters means that both ACAP and the universities are missing significant parameters they require for decision-making. Once again, some caution is suggested in accepting the optimistic conclusions of the report.

The statistics for the University of Toronto contain some errors which were pointed out earlier by the Faculty Dean.
(a) Page A63 gives an incorrect 1973-74 Ph.D. enrolment figure for Toronto of 22 full-time and four part-time students. Our actual Ph.D. enrolment was 22 full-time and nine part-time students as noted on p.A53. Indeed, in our Ph.D. program we had already achieved in 1973-74 the enrolment figure of 30 suggested as a goal by the consultants (page A63), and our 1974-75 enrolment figures (December 1 count) show continued growth to 24 full-time and 13 part-time students. Our experience strongly indicates that the proposed figure of 30 for a Ph.D. program is too small, especially one with several fields or the recommended general programs, and we urge ACAP to consider an enrolment of at least 40 students. (b) On page A24, the consultants state that no existing MBA program has yet reached its planned maximum size. Last year we just about achieved our target enrolment. The December 1 count for 1974-75 enrolment is 181 full-time and 169 part-time MBA students. Our diploma program surprisingly was not mentioned in the report. It consists essentially of the first year of the MBA program, and has the same entrance requirements. Enrolment in 1973-74 was 49 full-time and 360 part-time students.

A few of the recommendations on pages A6-7, which I have not covered in my comments so far, should also be mentioned.

Recommendation 2: We are unclear as to what the consultants mean by "professional management programs". Are undergraduate commerce programs included, for example ?

Recommendation 3: We have taken note of this recommendation.

Recommendation 4: We would encourage the establishment of common minimum admissions standards for all graduate management programs in the province, since it could help maintain student and program quality in this field.

Recommendation 9: We cannot tell what the consultants' priorities are : undergraduate programs ? MBA programs ? Ph.D. programs ? management in non-business contexts ? Priorities should be indicated if available resources are to be used well. In particular, how far would one go in non-business contexts ?

Recommendation 27: The University is considering a review of the undergraduate Commerce and Finance program.

Yours sincerely,

A.E. Safarian
Dean

AES/leh

UNIVERSITY OF TORONTO
School of Graduate Studies

OFFICE OF THE DEAN

Toronto 181, Canada

March 3, 1975

Dr. M.A. Preston,
Council of Ontario Universities,
130 St. George Street,
Suite 8039

Dear Dr. Preston:

In your letter of February 3, 1975 you indicated the ACAP subcommittee on Management Studies would like to know to what extent the University of Toronto would be able to support its doctoral programme in Management Studies.

Let me state, first, that this University is well aware of the need for some strong doctoral programs in this area, both in Ontario and nationally. The Faculty has drawn this need to the University's attention and the University has responded positively, both in principle and in terms of resources. We believe firmly that this University should have a strong doctoral programme in this area, and much has already been done towards achieving this objective.

Our submission to ACAP for review by the consultants gave a great deal of information. In order to update this information in the critical area of faculty appointments and fields, I enclose a statement on the current members of the Faculty of Management Studies, listing their ranks, fields, and the extent of their appointment to Management Studies. As you know, this Faculty is engaged almost exclusively in post graduate studies. Again with a view to updating the information available to the consultants, I should note that in the academic years 1973-74 and 1974-75 combined the Budget Committee increased the net full-time equivalent faculty by one person. In 1975-76 the Budget Committee has approved a net FTE of three persons, including a new Dean from outside the University at the senior full professor level. In addition, the President has agreed to fund one visiting position from the Academic Development Fund; this is not, however, an addition to base budget.

From my perspective as a member of the University's budget committee, I can assure you that that is an unusual degree of commitment at this University at this time.

There are other important resource matters on which I would be prepared to comment, such as the strength in associated Departments at this University and the considerable non-academic support staff available to the Faculty. I would be glad to answer any specific queries which the sub-committee may have.

Yours sincerely,

A.E. Safarian
Dean

AES/mm

Response of the University of Waterloo
to the Report of the Consultants on Administration,
Business and Management Science
to the Advisory Committee on Academic Planning
Submitted to ACAP December 20, 1974.

The major concern of this report is with conventional Masters and Doctors programmes in Business Administration. The programmes at the University of Waterloo, the Master of Applied Science in Management Sciences, and the Ph.D. in Management Sciences, do not fall under this general umbrella. We will, therefore, not make any comments on the general body of this report.

Specific Comments:

We were pleased to note the consultant's recognition of the unique role which Waterloo's M.A.Sc. and Ph.D. programmes in Management Sciences are playing in the provincial system. We also were pleased to note their recognition of the "high quality" of these programmes and their consequent recommendations that the M.A.Sc. and Ph.D. programmes continue in accordance with the University's plans. In particular, the consultants have recognized the important contribution which the part-time extramural programme operated by our department at the Master's level is making to the discipline by providing people in the community with an opportunity to take advanced graduate courses in Management Sciences which have a strong emphasis on quantitative methods. This part-time programme, which involves faculty members travelling to centres some distance from Waterloo to present courses, is a relatively new undertaking. It has been quite successful in attracting a substantial enrollment. It is, however, costly in terms of faculty time to maintain and the University is, therefore, pleased to have the independent assessment of the consultants that this programme is indeed playing an important role in the provincial system and should be maintained.

In the section of the report devoted to a discussion of programmes in the Guelph/Waterloo area, the consultants suggest there should be only one M.B.A. programme in this geographical area and that Wilfrid Laurier University should take the lead in developing it. We fully support this recommendation. The University of Waterloo does not plan to develop an

M.B.A. programme at any time in the future. The Master of Applied Science in Management Sciences will be maintained in its present form with its present emphases. There is already a good deal of cooperation between the University of Waterloo and Wilfrid Laurier University in all fields of endeavour and this includes the fields of management sciences and business administration. The courses in business administration at W.L.U. attract a number of students from Waterloo and a number of W.L.U. students are enrolled in Management Sciences courses at the University of Waterloo. Cooperative arrangements between the two universities come under the overall scrutiny of an Advisory Joint Council which has been established by the two universities. It is the intention of the University of Waterloo to continue this arrangement.

Respectfully submitted,

L. A. K. Watt
Dean of Graduate Studies.

LAKW:mvb
19 Dec. '74

Response from the University of Western Ontario to
the ACAP Consultants' Report on Administration, Business and Management Science.

December 19, 1974

This report was generated by a Committee of Senate specifically charged with providing a response to the consultants' comments in the discipline assessment of Administration, Business and Management Science.

It was the opinion of this Committee that the review and assessment of Management Science carried out by the consultants was disappointing. Levels of discrimination hoped for were not realised and some of the comments which follow are included primarily because of the failure of the consultants to comment on these points.

There are three main areas on which we wish to comment and these are followed by a number of matters of lesser concern.

I. M.B.A. Program -

(a) We have serious reservations about the establishment of a centralised admissions control and question whether it will operate to the advantage of the student. The use of an interviewing procedure which leads to understanding on both sides and which has long been a practice in this University would be set at risk if a centralised admission control was instituted. Some programs draw their clientele from their immediate region while other programs seek to serve a wider constituency: the latter are not well served by a local combined-admissions operation. On general grounds admission procedures in graduate studies should not be run on some kind of reversion system where reversion is not under direct control of the student. We would, therefore, find it very difficult to support Recommendation 4.

(b) With the limited student support available to us we believe, contrary to Recommendation 5, that it should be spent on securing the highest quality of students. Were substantial sums for student support made available, we could accept the notion that a significant fraction of this support should be devoted to mature students.

(c) Recommendation 7. Standardization of terminology is unquestionably desirable but implicit in such standardization is the assumption that all programs bearing a particular degree designation are of equal quality. It is our opinion that the consultants failed to make the distinctions to be expected in this area and they seem to assume rather than prove that there is equivalence among all programs.

(d) We are happy to accept Recommendation 33 and to continue with a full-time program. We do not believe that our program could be readily adapted to part-time activity (as suggested on p. A-27 l. 28 et seq.) . Our physical location in the province, our heavy commitment in the summer months to continuing education, and our highly integrated program (particularly in the first year) all argue against successful operation of our program on a part-time or summer-course basis.

II. University Interrelationships (Recommendation 9, 11 and 34)-

Careful evaluation of priorities has led the Business School to set as its prime concern the Ph.D. and the M.B.A. programs and the undergraduate business offerings. A Public Administration Program aimed at regional government and put forward primarily by the Political Science Department is just beginning to become functional. The School of Business Administration has played a role which should continue as the initial diploma program develops into a master's program. At the same time a joint Law/M.B.A. program is being developed as is a cross-registration arrangement between Systems Analysis group in the Faculty of Engineering and Business.

III. Doctoral Studies (Recommendation 19)-

The Faculty of Business Administration believe their present Ph.D. program is fulfilling the role for which it was designed and the performance of its graduates in Canadian Business Faculties (as well as abroad) is a matter of pride. It follows, therefore, that they do not readily accept the suggestion that this successful program should be set aside in order to embrace an ill-defined "professional program" with dubious prospects of success in the current Canadian scene. If the Province of Ontario decides that it needs a "professional program" beyond the programs presently available we would be prepared, if adequate financial support were provided, to set up an experimental professional program. However, we would not willingly abandon our Ph.D. program until it becomes evident that it is no longer fulfilling a useful role in Canada.

IV. Other Comments -

(a) Recommendation 2. We believe that historical considerations dictate that a substantial amount of instruction in management should continue at the undergraduate level. The desirability of a generalised educational background on which to graft management concepts is not denied and the importance of major expenditure of effort at the graduate level is accepted.

(b) Recommendation 8. In line with the view that interuniversity co-operation is desirable we would draw attention to a major role that our Faculty, with the aid of a C.I.D.A. grant, has played in the establishment of modern university business schools in the West Indies. This development arose as a co-operative venture between this Faculty and West Indian individuals and had in the initial stages some of the characteristics of a satellite operation. In addition we have made and hope to continue to make contributions to other (particularly developing) university programs through our Summer Business Research Projects and our Continuing Education program.

(c) Recommendation 10. In our view most schools of management should concern themselves with specialised forms of management which include management of Health Facilities, Library Facilities and similar undertakings.

(d) Recommendations 14 and 15. The extensive employment of Ph.D.'s in management by government and industry has not yet occurred in this country. Most doctoral graduates find their way into academic posts. If government and industry do decide to pay for doctoral qualifications the enlargement of doctoral programs will follow. As long as the economic expectations of an M.B.A. in the world of business substantially exceed those of a Ph.D. in the world of academe growth of doctoral programs will be regulated by the availability of good candidates.

(e) Recommendation 17. Interuniversity co-operation is an activity to be commended. However, care should be taken to assure that examining boards coming from several institutions (A-40, 1.5 et seq.) continue to contain a bona fide external examiner selected for his knowledge of the subject of the examination.

We hope these comments will be helpful in evaluating the recommendations of the Consultants.

The Dean: Faculty of Graduate Studies

Wilfrid Laurier University

Waterloo, Ontario, Canada N2L 3C5. Telephone (519) 884 1970

December 17, 1974

Prof. M.A. Preston
Executive Vice-Chairman
Council of Ontario Universities
130 St. George Street, Suite 8039
Toronto, Ontario
M5S 2T4

Dear Dr. Preston:

The following comments on the consultants' report on Administration, Business and Mangement Science are offered by Wilfrid Laurier University.

We note that the consultants draw special attention to the type of MBA program proposed by WLU when they note that it is intended to recruit candidates from among the executives of secondary industries in the K-W, Guelph area, "in which the development of greater efficiency should be a matter of high priority in national planning" (p. A68). It is precisely due to a concern with developing competence among such members of the community that has convinced us to press forward with plans to offer a degree program.

While arguing that the tri-city area requires only one MBA program, the consultants suggest, "it is logical for Wilfrid Laurier to spearhead the development of such a program but they should work with the other schools in the area on a cooperative basis" (p.A69). Wilfrid Laurier is indeed ready to take the initiative, having convinced ourselves, and others, that high degrees of cooperation and consultation already exist between neighboring Universities. We fully subscribe to the merit of inter-university cooperation. Perhaps the clearest example of this is the fact that in 1974-75, almost 1500 course registrants from University of Waterloo are enrolled in WLU business courses. To our knowledge this exemplifies the highest cooperative cross-registration in Ontario. The degree of cooperation is therefore well established and working harmoniously. The Cooperative Advisory Council set up jointly by University of Waterloo and WLU monitors such co-op programs and ensures a high degree of interdependence.

As the consultants noted, the Guelph programs in consumer studies and agribusiness are currently quite different from a typical MBA program. The same is said of the MASc. program at University of Waterloo. We stand ready to cooperate with these programs in any appropriate manner if and when it is deemed to be mutually desirable.

The local need for an MBA program is noted by the consultants and has been documented by WLU through several market surveys indicating that many more fully qualified students than we could immediately accommodate have indicated a desire to pursue studies for an M.B.A. at WLU.

The very long tradition for part-time studies at WLU (the largest in the Province except for Toronto and York) suggest that we have ample experience in running such programs. Over the years, a large constituency of students has emerged and we earnestly feel these students can only be served by a strong local program. It will simply not do to suggest that students be compelled to commute 40 or 80 miles.

The consultants noted our strong undergraduate program in Business & Economics. We intend to let nothing weaken or dilute the undergraduate program in favor of an MBA. Instead, we see the merit of strengthening both programs simultaneously. Very high priority in hiring new faculty has been given to the Faculty of Business & Economics. This will continue.

The consultants have questioned the nature and content of the program proposed by WLU. We would point out that such concerns fall primarily within the jurisdiction of the Appraisals Committee. During the past few months the Appraisals Committee has examined the program and recommended that it be approved, a recommendation accepted by OCGS. We are pleased that the approval contained no restrictions or conditions. We contend, therefore, that the merits of the proposed program have been established and that the reservations raised by the consultants have been met.

We stand ready, therefore, to assume a leading role in this geographical region with a pledge for full consultation and cooperation with the other Universities in establishing and developing an MBA program.

Cordially yours

Dr. N.E. Wagner
Dean, Faculty of Graduate Studies

UNIVERSITY OF WINDSOR

WINDSOR, ONTARIO N9B 3P4

TELEPHONE: AREA CODE 519
253-4232

Graduate Studies

December 20 1974

Dr. M.A. Preston,
Executive Vice-Chairman,
Advisory Committee on Academic Planning,
Council of Ontario Universities,
130 St. George Street, Suite 8039,
Toronto, Ontario.

Dear Dr. Preston:

Before commenting on the Consultants' Report on Graduate Programs in Administration, Business and Management Science, we wish to express our sympathy to the family of the late Dr. Ross and our personal sense of regret at the loss of a brilliant scholar and administrator. We enjoyed his visit to the University of Windsor and found his comments sound and constructive and his presence stimulating.

The University of Windsor in general agrees with the findings and the recommendations of the consultants as they apply to the field of management education and specifically to the University of Windsor. There are, however, certain reservations and observations we would like to make.

While the recommendation that professional management programs should be at the graduate level may be desirable as a long-term goal, implementation of such a recommendation is premature at the University of Windsor and no doubt at any Canadian university.

Co-ordination of admissions procedures for candidates seeking to enter an M.B.A. program at any Ontario university is taken to mean centralized admission. We believe this policy to be inadvisable, uneconomic and unnecessary.

We agree with the consultants' observation (p. A6) that Canada cannot afford to give its future leaders anything but the best education that can be provided. In this connection, the M.B.A. program at the University of Windsor was reorganized a year ago to solve the problem of the short Canadian school year which the consultants point out (p. A5) as posing a peculiar problem in Canada. Thus, the University of Windsor anticipated the consultants' recommendations which came a year after the restructuring of our program. The program is now designed for the more serious and well-qualified student and will result in reaching a projected level of students in line with the consultants' recommendation.

Dr. M.A. Preston C-31 December 20, 1974

The Faculty of Business Administration at the University of Windsor is in the healthy position of having no problem obtaining undergraduate and graduate students. The challenge for the future is to balance both operations so that the demand does not diminish the quality of our offerings. Immediate steps have been taken by the Administration to ease the staffing problem and the search for qualified personnel has been intensified with a view to strengthening the research component of the Faculty.

Our aim, internally, is to strengthen those areas which have been mentioned by the consultants as needing further development and, again, immediate steps have been taken to draw on experienced personnel from other areas of the university. These steps will add to our research component and satisfy the consultants' recommendations for greater co-operation with other departments within the University.

To study ways and means of developing research within the Faculty of Business Administration, an advisory committee from the Faculty of Graduate Studies will be working with the Faculty of Business Administration. In this regard, part of the research problem is the urgent need for adequate funding from outside agencies and a change of attitude concerning Business research on the part of the Provincial and Federal Governments.

Yours truly,

C.P. Crowley, Ph.D.,
Dean of Graduate Studies.

CPC:ajk

YORK UNIVERSITY
4700 KEELE STREET,
DOWNSVIEW, ONTARIO, CANADA

FACULTY OF GRADUATE STUDIES
OFFICE OF THE DEAN

20 December 1974.

Professor M.A. Preston,
Executive Vice-Chairman, ACAP,
Council of Ontario Universities,
130 St. George St., Suite 8039,
Toronto, Ontario, M5S 1M8.

Dear Professor Preston,

York University is in agreement with the general recommendations of the ACAP consultants in the areas of MBA/MPA, and PhD programmes. However there are statements and particular conclusions with which we disagree. We will discuss such points in the programme sections below.

There are broad generalizations made about administrative training in Ontario which do not apply to this University. We refer specifically to the comment (A5) that "University Administrations tend to regard management programmes as low-budget operations, that provide money for other academic programmes which cannot generate sufficient demand for their courses". This has not been so at this University. There has always been a commitment to excellence in the professional Faculties at York University - and the Faculty of Administrative Studies' share of the overall budget has reflected this. As a result we have been able to build a large and highly qualified faculty in a relatively short period of time. The facilities provided have also been excellent. The current building was designed specifically for the Faculty with amphitheatre classrooms, many small seminar rooms and behavioural laboratories.

Our experience does not support the statement that there is "a lower level of business participation in the management programmes in Ontario than in the leading schools in the United States." (A6) We have had active support from our Business Advisory Council, our Business Associates Programme has provided a significant source of unrestricted research funds, many of our six hundred part-time students are given tuition support by their employers, and finally every MBA student carries out a major study in a business or government organization. The Federal and Provincial governments also provide summer employment for students in our Intern Programme. More interaction would of course be welcome.

The report draws a sharp distinction between 'academic' and 'professional' training in management. We believe this distinction is artificial in an applied field like administration. There can be differences of emphasis, but the degree of polarization proposed in the report is not desirable. Academic training in management that has no relation to application should not be encouraged. Nor is there much point in courses that merely recite current practice. We believe

that a good university programme blends professional orientation with an academic perspective and combines training in the disciplines with an understanding of problems encountered in the profession. We do not know of a single outstanding business Faculty that does not attempt such an integration.

The Ph.D. Programme

The University welcomes the Consultant's support of additional cooperative but independent Ph.D. programme in administration in Ontario. Canadian Universities must make every effort to meet projected demand for Ph.D.'s and not continue to rely on the generosity of American institutions. York University is in a particularly strong position to contribute in this area. The Graduate Faculty in Administrative Studies is large by Canadian standards, highly-qualified academically and has experience in working with doctoral students. This includes the supervision of sixty-four students at other Universities, and two students from our own Ph.D. programme. By comparison the slightly older and funded programme at the University of Toronto has also graduated two students. Cooperation between Universities, of the type suggested by the consultants, would ensure that the full resources of scholarship available in each locality would be available to each student. Such interaction with the formative programme at the University of Toronto, and with a new programme at McMaster would benefit all concerned.

We regard joint seminars as the most valuable potential link between the schools. If these seminars were concentrated in one school, interest in them at the other schools would be diminished. We propose a series of mobile seminars. One possibility for the McMaster, Toronto and York group would be a seminar held in four three-hour meetings at each school over the course of two semesters. This would yield total seminar time equivalent to a standard one semester course. The marketing group at York and Toronto are already in the process of establishing such a joint seminar.

Joint seminars combined with a policy of encouraging students to register for relevant courses in other institutions would make good use of the available resources. Universities already exchange faculty for thesis examinations, so further exchange of faculty for thesis committees could be easily developed. The seminars would expose students to a wide range of faculty whom they might wish to involve in their theses. We would put less emphasis on joint examinations before the thesis level, because different programmes may develop with somewhat different emphases, and we do not perceive common examinations as serving much purpose in increasing the scholarship available to students. Within the joint seminars, student contributions might be evaluated by faculty from all the participating institutions.

The report advocates a single Ph.D. in Management (A37) covering all business areas and at the same time expresses concern over the diversification of programmes (A63-64). While the statement may appear to be in conflict, we believe it is a sensible prescription and applicable to the growth of doctoral studies at York.

As we stated in the introduction, a good management programme must blend professional orientation with academic perspective. We believe that at the PhD level academic excellence must be paramount. This does not lead us to confine students to the narrow limits of existing disciplines. Rather we should encourage them to take on interest in problems that cross traditional disciplines. For example, a student interested in the relatively new area of management information systems should be able to maintain academic perspective through selected seminars in management science, accounting and marketing and write his thesis in the domain where these traditional disciplines interlock. Thus we support the concept of a PhD in management and research, and the education of people who will be valuable in teaching, industry, and government.

An approved doctorate in management would not mean that a school should offer a specialization in every field of business study. As the report points out there is a minimum critical size for the field seminar. The Faculty must also closely examine its competence in each area of specialization. We agree with the consultants (A9) that the introduction of new areas at York, beyond the three that are currently approved would require very careful evaluation.

The report notes the importance of adequate funding for the development of quality programmes. The needs for scholarship, research, staffing and inter-university cooperation funds are noted, but one important element is neglected. With slip year financing the Universities will receive no Provincial funding for the development of their PhD programmes. In general all new and all growing programmes are inhibited by this formula. In the current difficult financial times, an allocation of start-up funding for new PhD programmes is important.

The MBA Programme

We are in agreement with the recommendations of the Consultants in this area and in most instances have already implemented their suggestions. For example, the part-time programme is completely integrated into our teaching assignments. Three courses in Production Management and a course in Logistics are available in our set of electives, (A29). A joint programme with the Faculty of Law has been established (A30) and discussions are underway with the Faculties of Science and Environmental Studies to explore the possibilities of similar relations.

We have reservations about the proposed coordination of MBA applications in Ontario. It is true that it would be convenient for the student to complete only one set of forms, and that such a system would permit the channelling of rejected candidates to schools with openings available. However, it is essential that the system does not introduce substantial delays in the application procedure, and that the personal communication between the student and the individual schools be encouraged.

Professor M.A. Preston C-35 20 December 1974

Research

We support the suggestion that research institutes be established to bring together a concentration of scholars in a given area and to provide a focus for industry and government financing. The York-Toronto Centre for Transport Studies, with offices at York, is a very successful example of what might be achieved. We believe that the Faculty at York would have strong interest in participation in the formation of such institutes.

In our opinion there are no data in the report that would support the conclusion (A61) that York should lean away from research to emphasize professional aspects of MBA education. We have a large and well qualified faculty, with over fifty PhD's representing many of the best schools on the continent. They are heavily involved with funded and non-funded projects. It is essential that this be continued if we are to attract the best new PhDs, and it is essential if we are to have a respectable PhD programme. Furthermore, the assumed trade-off between interest in research and "interest in problems encountered in the profession" (the given definition of professionalism (A20)) does not exist. It is possible to do useful research in the disciplines or in applied areas, and every school should be encouraged to be as active in these areas as they possibly can. We certainly intend to be so.

Yours sincerely,

Graham F. Reed,
Dean, Faculty of
Graduate Studies.

GR/dw

A P P E N D I X D

PROCEDURE OF PLANNING ASSESSMENT
AND
TERMS OF REFERENCE

D-1

Procedure for Planning Assessment in Administration, Business and Management Science

February 15, 1973

The planning assessment will cover the following divisions: Accounting, Finance, Marketing, Management Economics, Quantitative Methods, Organization Behaviour (including Industrial Relations), Policy and Environment.

A. Tasks Requested from Discipline Group (with help available from ACAP at all stages)

A.1 Suggest suitable consultants. This also will be a matter for discussion with ACAP. The consultants shall include one person of wide academic experience in Canada but in a different discipline. The other two consultants shall be scholars of international standing in the field of administration, business and management science with suitable administrative or consulting experience.

A.2 Examine and comment on pro formae to be used for the gathering of information on current, past and future programmes as described in paragraph B.1.

A.3 Examine and comment on the adequacy of the data on current and past strength.

A.4 Both in consultation with ACAP and separately, consider the situation revealed by the tabulation of proposed future programmes and consider whether future plans should be modified or developed in more detail. As a result of this step, individual universities may wish to revise the material described in B.1.d. below.

A.5 Possibly develop a tentative plan for development of established or new graduate work in these aspects of business, administration and management science in Ontario, based on the evaluation of prospects and plans for the departments collaborative arrangements and paying attention to adequate coverage of the divisions of the discipline. Any such plans will be reported to ACAP which will transmit them to the consultants.

B. Information from Universities

B.1 Each university is asked to supply to ACAP, in the form indicated by ACAP after comment by the discipline group (paragraph A.3) information as follows:

a) for each division viz. accounting, finance, marketing, management economics, quantitative methods, organization behaviour (including Industrial Relations), policy and environment:

(i) current list of faculty members (for part-time members show the time spent on university duties);

(ii) numbers of full-time and part-time faculty members for each of the past four years;

(iii) for the current year and preceding four years, number of graduate students taking graduate courses in the division and number of (1) master's and (2) Ph.D. candidates doing dissertation full and part-time shown separately.

Under these three headings one individual may appear under more than one category.

b) for each "department"

(i) Curricula Vitarum of all faculty members (Assistant Professor and higher) now engaged in graduate work or soon expected to be and showing inter alia complete publication lists, research and consulting funding in the past five years when relevant to his academic work and students supervised during his career. (Major supervisor: completed and in progress shown separately.)

(ii) resources of space - a statement indicating the school's and department's view of the adequacy of its space, and, in connection with the future plans in (d) below, discussing future space provision;

(iii) undergraduate base; number of qualifying or make-up year students, etc;

(iv) other general items relevant to research and graduate study, e.g. computing facilities;

(v) support from related departments including shared teaching and research in the divisions covered by this assessment;

(vi) extent of major laboratory facilities and equipment in the divisions covered by this assessment;

(vii) library resources: analysis of holdings and budget;

(viii) description of any inter-university arrangements for graduate work.

c) table of characteristics of graduate students in the department

(i) F.T. and P.T.;

(ii) immigration status (3 years) and country of first degree;

(iii) sources of financial support;

(iv) time to reach degree;

(v) drop-out number;

(vi) Ph.D. ABDs;

(vii) degrees granted;

(viii) post graduate employment of Ph.D.'s (a) immediate and (b) after two years;

(ix) ABD current employment.

d) proposed plans for the future, in as much detail as the department can provide, including the proposed scheme for support of these plans, and accompanied by supporting arguments, including consideration of the sources of graduate students. The various headings in a) and b) above should be dealt with quantitatively where possible; as a minimum, planned numbers of faculty and graduate students should be given for the next five years.

e) apart from the material described in B.1.d and to some extent generated at the department level, each interested university will be requested to make an individual statement on its plans for the development of administration, business and management science, in particular the items of future commitment implied by item B.1.d. Deadline dates for parts A and B will be established by ACAP.

B.2 The material so supplied will be collated by ACAP and transmitted to the discipline group for action indicated in paragraphs A.3., A.4 and A.5.

C. Terms of Reference of Consultants

C.1 Consider the materials prepared by the discipline group and the universities, the report of the Economics Planning Assessment and obtain other data they may require to carry out the task detailed below. They may obtain data and views from any relevant source, such as, for example, employers of holders of graduate degrees, professional and learned societies, government agencies. They shall meet as often as necessary with the consultants for the Political Science Planning Assessment concerning teaching and research in public administration, which is included in the ambit of both discipline groups. The campus of each interested university shall be visited by at least two consultants. Consultants shall arrange their schedule of visits to the universities in consultantion with ACAP. Previous reports of appraisal consultants are privileged documents and are not to be made available to ACAP consultants. Consultants shall liaise with the discipline group near the beginning of the work, during the work as they consider necessary, and immediately before preparing their final report.

C.2 Report on the adequacy of the present state of graduate work in administration, business and management science in the province in general and in each university where applicable, discussing the following:

a) coverage of divisions and specialties, and extent of activity in each.

b) faculty quality and quantity

c) nature of programmes offered

d) enrolment size and distribution amongst universities

e) quality of student body; admission requirements

f) relationship to related disciplines and neighbouring universities

g) physical facilities e.g. office space, etc.

h) library and computer facilities and field research capability

i) other matters considered by the consultants to be significant.

C.3 Make recommendations for the development of graduate work in Administration, Business & Management Science in Ontario between 1974 and 1984, but in more detail for 1974 through 1979, and, without limiting the generality of the foregoing, dealing with the following points:

a) Desirable programmes to be offered in the province, considering both possible limitations or reductions of existing programmes and creation of new programmes and new kinds of programmes including the appropriateness of part-time programmes. In particular, consider any new areas of Administration, Business & Management Science in which garduate work should be developed and any application-oriented and inter-disciplinary work in which Administration, Business & Management Science should be involved. Also consider the desirable extent of specialization in doctoral programmes.

b) Desirable provincial enrolments, year by year, in the various levels of graduate study and the various subject divisions. One should consider the need for highly trained manpower and also the general cultural and societal factors which may lead students to pursue graduate work in Administration, Business & Management Science. In considering manpower needs, one should take account of the "market" available to graduates (at least all of Canada) and of other sources of supply for that market. Results of forecasts of high level manpower employment should be treated with due caution and only in a clearly balanced relationship with cultural and societal needs.

c) Distribution amongst the universities of responsibility for programmes and for specialties where appropriate, including consideration of the need for any increase or decrease in the number of departments offering doctoral work and including consideration of areas of collaboration and sharing of facilities at regional level and across the province.

d) Distribution of enrolment amongst the universities, showing desirable ranges of enrolment.

e) Desirable extent of involvement with related disciplines.

In all cases, it is important that the rationale for the recommendations be clear; this is especially important for items c) and d). Consultants are asked to comment on advantages and disadvantages of various techniques for arranging that their recommendations become effective.

C.4 It is permissible for consultants to recommend appraisals of individual programmes. This would arise if consultants were to suspect that a programme would be found to be wholly or in part below minimum acceptable standards; an appraisal by the Appraisals Committee is the means of settling the question. It is recognized that this action would be infrequent. Perhaps more likely, in planning assessments in some disciplines, consultants may find an excess of programmes in the same area of study, all of which could pass an appraisal; they would then have to make their own judgments of relative quality (a task outside the terms of reference of the Appraisals Committee), and guided by this judgment and other factors, the ACAP consultants would have to recommend where enrolment should be curtailed or eliminated.

E. Report of Consultants

The consultants submit a joint report to ACAP. Minority reports are of course, possible. The reasoning leading to their recommendations should be given fully, in view of the subsequent treatment of the report. The report is submitted for comment to the discipline group and to each interested university. There may be informal or interim exchanges of views amongst the discipline group, the universities, and ACAP. Any university which wishes to make a formal statement on the consultants' report shall submit it to ACAP. Any such report shall be transmitted to the discipline group. The discipline group shall submit its formal comments and/or recommendations to ACAP. ACAP considers the discipline group and university statements along with the consultants' report and transmits them to COU with its recommendations of the position COU should adopt. Copies of the material transmitted to COU will be supplied to OCGS, to the Council of Deans of Arts and Science, and to the members of the discipline group and to the interested universities. The consultants' report may be published together with the comments of the discipline group, those of any university so requesting, and with the position adopted by COU.

A P P E N D I X - E

DISCIPLINE GROUP MEMBERSHIP

DISCIPLINE GROUP MEMBERSHIP

Carleton	- Dr. G.B. Doern
Guelph	- Professor R.E. Vosburgh
Laurentian	- Dr. K.E. Loucks
McMaster	- Dean W.J. Schlatter until October 1974 - Dean R.C. Joyner
Ottawa	- Prof. J.G. Debanné until April 1973 - Dr. W.L. Price until September 1974 - Dr. G.M. Hénault
Queen's	- Dean R.J. Hand
Toronto	- Prof. M.I. Gordon until July 1972 - Dean J.H.G. Crispo
Waterloo	- Prof. D.J. Clough until July 1973 - Dean A.N. Sherbourne until November 1974 - Prof. S.D. Saleh
Western Ontario	- Dean J.J. Wettlaufer*
Wilfrid Laurier	- Dr. P. Albright until September 1972 - Dean J.R.G. Jenkins until November 1974 - Dean M.D. Stewart
Windsor	- Prof. R.K. Cowan until November 1973 - Dean M. Zin
York	- Dean R.C. Joyner until January 1974 - Prof. W.B.S. Crowston

* Chairman

A P P E N D I X F

ROLES OF ACAP AND OF DISCIPLINE GROUPS

Ontario Council on Graduate Studies

By-Law No. 3

A By-Law to establish a Committee on the Academic Planning of Graduate Studies.

1. The Ontario Council on Graduate Studies, recognizing the importance of providing for the continued and orderly development of graduate studies in the Ontario universities, establishes a Standing Committee to be known as the Advisory Committee on Academic Planning (abbreviation - ACAP).

Interpretation

2. In this By-Law,

   (a) "Committee" without further specification, means the Advisory Committee on Academic Planning;

   (b) "Council" or OCGS means the Ontario Council on Graduate Studies;

   (c) "Committee of Presidents" or CPUO means the Committee of Presidents of Universities of Ontario;

   (d) "university" means a provincially assisted university in Ontario;

   (e) "discipline" means any branch or combination of branches of learning so designated;

   (f) "discipline group" means a body designated as such by the Committee of Presidents of the Universities of Ontario, and normally consisting, for any one discipline, of one representative from each of the interested universities;

   (g) "planning assessment" means a formal review of current and projected graduate programmes within a discipline or a group of disciplines;

   (h) "programme" signifies all aspects of a particular graduate undertaking;

   (i) "rationalization" means the arranging of graduate programmes in order to avoid undesirable duplication, eliminate waste, and enhance and sustain quality.

Membership

3. (a) The Committee shall consist of at least seven members of the professoriate in Ontario universities, some of whom shall be members of the Council.

(b) The members of the Committee shall serve for such periods of time as the Council may determine, and they shall be selected in such manner as may provide for reasonable balance both of academic disciplines and of universities.

(c) The members of the Committee shall be appointed as individuals.

Chairman

4. The Chairman of the Committee shall be named by the Council, and he shall have one vote.

Quorum

5. A majority of all members of the Committee shall constitute a quorum.

Functions

6. The functions of the committee shall be

(a) To advise OCGS on steps to be taken to implement effective provincial planning of graduate development;

(b) To promote the rationalization of graduate studies within the universities, in cooperation with the discipline groups;

(c) To recommend, through OCGS, to CPUO the carrying out of planning assessments of disciplines or groups of disciplines and to recommend suitable arrangements and procedures for each assessment;

(d) To supervise the conduct of each planning assessment approved by CPUO;

(e) To respond to requests by CPUO to have a discipline assessment conducted by proposing suitable arrangements;

(f) to submit to CPUO the reports of the assessments together with any recommendations which the committee wishes to make. A copy of the report shall be sent to Council.

Jurisdiction

7. In order that the Committee may discharge the functions described in Section 6 above, it shall be authorized

(a) to request a university to provide such information pertaining to graduate studies as may enable the Committee to discharge its functions;

(b) to request a discipline group to provide such information as may enable the Committee to discharge its functions;

(c) to receive reports from the universities and from the discipline groups, and to comment and communicate with the universities and the discipline groups concerning such reports;

(d) to convene a meeting of any discipline group for the purpose of discussing the development to date, and proposals for the future development of graduate studies in the discipline concerned;

(e) to send one or more representatives to a meeting of a discipline group at the invitation of the discipline group;

(f) to make such suggestions to a discipline group as may be deemed appropriate to the functions of the Committee;

(g) to supervise the conduct of planning assessments, and to report thereon to the Committee of Presidents of Universities of Ontario;

(h) generally to report and to make recommendations to the Council;

(i) to seek and receive advice from appropriate experts;

(j) to employ consultants in connection with planning assessments.

Procedures

8. The procedure to be followed by the Committee shall be as approved by the Committee of Presidents of the University of Ontario.

9. The Committee's function is solely advisory.

Effective Date

10. This By-Law shall take effect January, 1971.

ACAP DISCIPLINE GROUPS AND THEIR ROLES

1. Establishment of a Group

a. When it is considered desirable to activate planning of graduate work in some discipline(s) or interdisciplinary area, COU, on the advice of OCGS, will authorize the establishment of an ACAP discipline group, if it was not already approved and included in the May, 1968 list. If it is already authorized, ACAP may decide to set it up as described in paragraph b.

b. The Executive Vice-Chairman of ACAP will then invite the executive head of each university (including Waterloo Lutheran University) either to nominate a member of the discipline group or to indicate that his university has no plans for graduate study in this discipline in the next five years or so. If a university can state no plans for future graduate work in the subject, but feels that a watching brief is desirable, it may appoint an observer to the group.

c. Changes of a university's representative are to be notified by the executive head.

d. The group shall select its own chairman.

2. Meetings

a. A discipline group may meet at the call of its chairman or in accord with its own arrangements.

b. A discipline group may be called to meet by the Executive Vice-Chairman acting for ACAP.

3. Responsibilities

a. The group is to keep under review the plans for graduate work in its discipline in Ontario, including new developments and trends in the discipline, and to make reports to ACAP on a regular basis.

b. The group may make recommendations to ACAP in connection with graduate work in its discipline when it considers it appropriate.

c. ACAP will assist the group in obtaining information and data, as mutually agreed.

d. When COU has instructed ACAP to conduct a planning assessment, the discipline group will assist and advise ACAP in determining procedures and terms of reference, will report as requested and will generally facilitate the assessment.

Approved by OCGS March 22, 1973
and by COU April 6, 1973.

A P P E N D I X G

CURRICULA VITARUM OF THE CONSULTANTS

HOWARD IRWIN ROSS

Born:	Montreal, Quebec, December 10, 1907
Died:	September 18, 1974
B.A.	McGill University, 1930
M.A.	Oxford University, 1932
C.A.	1937
D.Sc.	(Sherbrooke)
L.L.D.	(Queen's, Sir George Williams, McGill)

Touche Ross and Company - Chartered Accountants,
PARTNER, 1942 - 1969

P.S. Ross and Partners - Management Consultants,
PARTNER, 1942 - 1969

McGill University,
CHANCELLOR, 1964 - 1969;
Faculty of Management, PROFESSOR and DEAN, 1969 - 1973;
EMERITUS PROFESSOR, Management, 1973 -

Sir George Williams University,
GOVERNOR, 1942 - 1964

United Theological Colleges,
GOVERNOR, 1947 - 1964

Advisory Committee, Queen's University, 1960 - 1964

Royal Commission of Inquiry (Salvas Commission), 1961 - 1963

Commission on Financing of Higher Education (Bladen Commission), 1964 - 1965

Publications:
The Elusive Art of Accounting, 1966
Financial Statements - A Crusade for Current Values, 1969
Our Taxes: Lessons from Carter and Benson, 1971
and various articles in technical journals

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Born: Winnipeg, Manitoba, September 2, 1909

B.A. University of Toronto, 1931
M.A. University of Toronto, 1932
B.Sc. (Med.) University of Toronto, 1933
M.D. University of Toronto, 1936

D.Sc. (British Columbia, Laval, Manitoba, McGill, St. Francis Xavier, Royal Military College, Montreal)
L.L.D. (Dalhousie, Toronto, Sir George Williams, Saskatchewan)
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University of Cambridge,
LECTURER, 1939 - 1946

Defence Research Board,
CHAIRMAN, 1947 - 1956

Canadian National Railways,
VICE-PRESIDENT, Research and Development, 1956 - 1963

The de Havilland Aircraft of Canada Ltd.,
DIRECTOR and VICE-PRESIDENT, Research and Development, 1963 - 1966

Hawker Siddeley Canada Ltd.,
DIRECTOR and VICE-PRESIDENT, Research and Development, 1963 - 1966

Electric Reduction Company,
VICE-CHAIRMAN OF THE BOARD, 1966 - 1970

Mitchell Plummer and Co. Ltd.,
DIRECTOR and CONSULTANT, 1971 -

Toronto Stock Exchange,
PUBLIC GOVERNOR, 1971

University of Toronto,
CHANCELLOR, 1965 - 1971

Science Council of Canada,
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B.B.A. University of Minnesota, 1942
Ph.D. Massachusetts Institute of Technology, 1947

University of Minnesota,
ASSOCIATE PROFESSOR, 1947 - 1954

University of California at Berkeley,
PROFESSOR, 1954 - ;
ASSOCIATE DEAN, Graduate School of Business Administration, 1960 - 1962;
CHAIRMAN, Center for Research in Management Science, 1966 - 1968;
DIRECTOR, PhD Program, 1968 - 1969;
ASSOCIATE DEAN, Academic Affairs, 1969 - 1971;

IMEDE, Lausanne, Switzerland,
PROFESSOR OF CONTROL, 1962 - 1963 and 1971 - 1973

CONSULTANT to various companies and non-profit organizations

Ford Summer Seminars in New Developments in Business Administration,
PROFESSOR and DIRECTOR

Ford Sponsored Executive Development Program in Indonesia,
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Publications: Competition and Its Regulation, (co-author) 1954
"Accounting and Economics" in Handbook of Accounting Theory, 1954
and articles in Accounting Review
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